DOCUMENT RESUME

ED 231 143 EC 152 520

AUTHOR	Rosenberg, Bill; Savage, Steven
TITLE	Vocational Education for the Severely Handicapped: A Resource Guide for Personnel in California.
INSTITUTION	California State Dept. of Education, Sacramento. Div. of Special Education.
SPONS AGENCY	Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.
PUB DATE	81
GRANT	G00800596
NOTE	382p.; Developed as part of P.A.C.E. (Providing Alternatives in Career Education for the Severely Handicapped).
PUB TYPE	Reports - Descriptive (141) -- Reference Materials - Directories/Catalogs (132) -- Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC16 Plus Postage.
DESCRIPTORS	Adult Education; Adult Students; Agency Role; *Community Programs; Demonstration Programs; Elementary Secondary Education; Federal Aid; *Fund Raising; Information Sources; Nonprofit Organizations; Private Financial Support; Professional Associations; Program Development; Proposal Writing; *Severe Disabilities; *Sheltered Workshops; Vocational Education; *Vocational Training Centers
IDENTIFIERS	*California

ABSTRACT

A resource guide to assist inservice personnel to establish vocational education programs for severely handicapped individuals is presented. Section 1 summarizes issues in vocational services and training for severely handicapped persons. Section 2 contains brief descriptions of national agencies and organizations that relate in some way to the vocational needs of the severely handicapped. Alphabetical listings and addresses are given for public, private, and nonprofit agencies, along with professional organizations. Section 3 provides descriptions and addresses of demonstration projects that have implemented community programming or new technology in the field of vocational preparation of the severely handicapped. Section 4 presents descriptions and addresses for agencies in California that relate to the vocational needs of severely handicapped individuals. In cases where local offices are useful contacts, a detailed listing is included. Section 5, on adult vocational programs for severely handicapped persons in California, is divided into: definitions of programs, definitions of services, an index of sheltered workshops by city and region, and a comprehensive listing of adult vocational programs by region. Section 6 includes a brief discussion of books and articles concerning vocational programming for the severely handicapped, a list of relevant journals, and a glossary of behavioral terms. Section 7 presents portions of checklist or observational assessments and a comparison of four work sample evaluations intended for use with the mentally retarded. Section 8 includes information and references concerning federal grants, foundation grants to education, how to locate funding sources, and how to write proposals. Finally, 10 resource guides are recommended, along with ordering information. (SEW)

ED231143

VOCATIONAL EDUCATION FOR THE SEVERELY HANDICAPPED

A Resource Guide

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P.A.C.E.: Providing Alternatives in Career Education

California State Department of Education, Office of Special Education

EC152510

VOCATIONAL EDUCATION
FOR THE
SEVERELY HANDICAPPED

A RESOURCE GUIDE FOR PERSONNEL IN CALIFORNIA

Bill Rosenberg
and
Steven Savage, Ed.D.

P.A.C.E.
Personnel Development Unit
Office of Special Education
California State Department of Education

1981

This material was produced through the Personnel Development Unit, Office of Special Education, California State Department of Education and supported in part by Grant No. G00800596, project number 451 CH01079 from the United States Department of Education Handicapped Personnel Preparation Program.

The opinions expressed herein do not necessarily reflect the position or policy of the United States Office of Education or California Department of Education. No official endorsement should be inferred.

ACKNOWLEDGEMENTS

The following persons have also contributed to this Resource Guide:

Kate Barry
Agnes Bolwell
Jackie Clarke
Jeff Cohen
Gail deHaan
Carolina Ferrer
Diane Goldie
Jeanette Hayden
Hester St. John
Ellie Weiner
Debra Wye

P.A.C.E.

Providing Alternatives in Career Education for the Severely Handicapped, California State Department of Education, Personnel Development Unit.

Audience: Educational personnel, vocational personnel, and parents of severely handicapped individuals

Content: Training materials under development are:

- A curriculum guide which will be used by educational and vocational personnel
- Inservice training materials which will facilitate the acquisition of essential skills needed by personnel to implement the curriculum
- A Training of Trainers manual and training materials which will facilitate the acquisition of essential skills that local and State personnel need to train inservice educators and vocational rehabilitation personnel to use the curriculum
- A Resource Guide to assist inservice personnel in the establishment of vocational education programs for individuals who have severe handicapping conditions.
- Parent awareness and information materials which will assist parents in making necessary attitudinal adjustments, as well as advocate for a variety of vocational/career education service delivery systems for the severely handicapped in their respective community

Intended Learner Outcomes: Participants will gain knowledge, positive attitudes, and competence to assist in providing severely handicapped individuals with the skills to participate in the least restrictive career/vocational setting

Costs: There will be no cost for any of the inservice trainings unless a contracting agency sends personnel [illegible] a Demonstration Site

Materials: Under development

Contact:

California State Department of Education
Office of Special Education
721 Capitol Mall, Room 607
Sacramento, CA 95814
(916) 322-4695

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OVERVIEW

PURPOSE

It is the intent of this Resource Guide to be of assistance to classroom teachers, administrators, and vocational education personnel in developing vocational education programs for severely handicapped students.

P.A.C.E., Providing Alternatives in Career Education for the Severely Handicapped, represents efforts by the Personnel Development Unit of the Office of Special Education, California State Department of Education, to meet the inservice training needs of personnel involved in vocational education of severely handicapped persons.

RATIONALE

The field of vocational education has been changing rapidly in recent years, and even more rapidly for severely handicapped persons. Prior to offering inservice training to personnel in this field, this Resource Guide has been prepared to offer personnel materials they can use immediately in developing vocational education programs.

Section I begins with a summary of issues in Vocational Services and Training, followed by Sections II through V which summarize agencies and programs involved in vocational education for the severely handicapped--both nationwide and in California.

Sections VI through VIII deal with specific content of current literature in this field, vocational assessment, and funding of vocational programs.

A bibliography of sources utilized follows.

When specialized terms have been used, a glossary, or series of definitions, has been presented in the individual sections.

For details regarding the California Comprehensive System of Personnel Development, see Section IV: Agencies Within California Serving The Vocational Needs of Severely Handicapped Individuals.

For further information contact:

California State Department of Education

Office of Special Education

721 Capitol Mall, Room 607

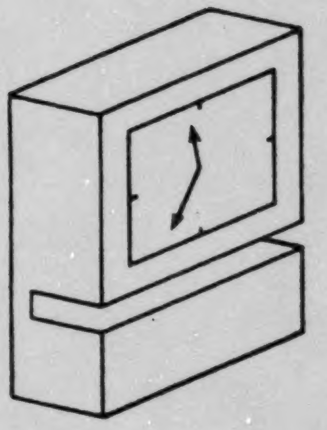
Sacramento, CA 95814

(916) 322-4695

VOCATIONAL EDUCATION FOR THE SEVERELY HANDICAPPED

SECTION I

ISSUES IN VOCATIONAL SERVICES AND TRAINING FOR INDIVIDUALS LABELED SEVERELY HANDICAPPED



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ISSUES IN VOCATIONAL SERVICES AND TRAINING FOR INDIVIDUALS LABELED SEVERELY HANDICAPPED

THE CURRENT STATUS OF VOCATIONAL SERVICES FOR SEVERELY HANDICAPPED INDIVIDUALS

National Level

For the past decade, programs for the severely handicapped (developmentally disabled) have focused on deinstitutionalization, normalization, and integration into the mainstream of society.

Litigation and the passage of legislation, such as PL 94-142 and the Vocational Rehabilitation Act of 1973 with its 1978 amendments have helped to break down barriers to community integration.

Despite a shift in ideology and expectations of the potential of severely handicapped individuals, there are substantial unmet opportunities for community living and employment.

The Bureau of Education for the Handicapped predicted that, of the approximately 2,500,000 handicapped youth who will leave the school system in the next four years:

- 21% will be fully employed or enrolled in college
- 40% will be underemployed and at the poverty level
- 8% will be in their home community and idle most of the time
- 26% will be unemployed and on welfare
- 3% will be totally dependent and institutionalized (Programs for the Handicapped, 1979)

These predictions were based on all handicapping conditions, not just the severely handicapped.

Studies indicate that upon graduating or leaving school, the severely handicapped are often unemployed, spend a large portion of their time watching television, do not participate in community activities, and frequently do not receive training and support services.

Approximately 3% of the severely handicapped are employed full-time in integrated community vocational settings; approximately 51% are placed in sheltered workshops or work activity centers; and approximately 44% have no post-school habilitation program.

Numerous studies have presented impressive data on the complex community survival and vocational skills that severely handicapped individuals can acquire when provided with systematic training programs.

The salient question now facing habilitation specialists is not whether severely handicapped adults can be taught the skills necessary to function independently in a vocational setting, but rather how best to teach these skills.

The primary barrier to community integration is the lack of sufficient integrated community vocational, residential, and recreational opportunities and the absence of appropriate programs to train them in the skills necessary to gain access to those opportunities.

Delivery systems and services for adult severely handicapped individuals are fragmented, often with service overlap and gaps.

California Level

It is estimated that one and a half percent (1.49%) of the population between 18 and 64 are deficient in economic self-sufficiency and in need of work activity services.

There are presently 88,579 school age and 214,648 post-school age severely handicapped individuals within California.

The major delivery system for the vocational training and preparation of severely handicapped adults is segregated, for handicapped only, facilities.

Many severely handicapped individuals are denied access to sheltered employment due to entry requirements of sheltered workshops and work activity centers.

The State Plan for Developmental Disabilities Services, 1981 has listed the vocational preparation and the expansion of vocational services as a priority area within California.

The Department of Rehabilitation as of July, 1980, assumed the administration of the Habilitation Services Program, in accordance with the provisions of AB 1164, Chapter 1132, Statutes of 1979. This program will be combined with the Long-Term Funding Program (AB 2461, Chapter 1227, Statutes of 1978). The program includes 14 habilitation specialists to provide training and consultation services in client planning and service delivery to the staff of some 150 work activity programs serving developmentally disabled clients throughout the state.

As of September, 1980, the Department of Rehabilitation was serving 7,554 developmentally disabled (severely handicapped) individuals.

The Current Status of Vocational Training and Preparation for Severely Handicapped Individuals

Public Schools

Many professionals within the field of education have limited expectations toward the severely handicapped individual's adjustment to adult life.

Limited expectations of professionals, lack of a purpose of education for severely handicapped individuals, and lack of relevant preservice and inservice training programs for educational staff, have resulted in many educational programs which are not relevant or do not enhance independent functioning of the severely handicapped individual in home, recreational, community, and vocational skill areas.

The majority of educational programs are neither physically or socially integrated; therefore, severely handicapped individuals are not provided with the opportunity to live and work in normal environments. Additionally, the general public is denied the opportunity to live and work with individuals who may look and act somewhat different than they do.

Prevocational and vocational training, although mandated as a curriculum domain on Individualized Education Programs (IEP) by PL 94-142, is virtually non-existent in most public schools.

Educational personnel have not received specific training in the vocational preparation of severely handicapped students.

There is little communication between educational personnel across different age groups of severely handicapped individuals, thus making the establishment and implementation of long-term curriculum sequence difficult to undertake.

There is usually little communication between public school personnel and post-school service agencies, thus making training of relevant skills to severely handicapped individuals in the public schools difficult, if not impossible.

The majority of instruction for severely handicapped individuals takes place within the classroom of the public school, thus making it difficult to train severely handicapped individuals to participate in normal heterogeneous community and vocational environments.

Post-School Programs

There are presently few alternatives for the continued education and career education of severely handicapped individuals past the school leaving age of 21 years.

The major delivery systems for adult severely handicapped individuals are sheltered employment in a sheltered workshop or work activity center, small and large residential facilities, or the natural home. There is little interaction in any of these models which facilitates social interaction with non-handicapped, chronological age-appropriate peers.

Clients in sheltered workshops are dependent upon the gratitude and awareness of the business community to receive jobs.

The most productive clients in the sheltered workshop are usually not moved out into competitive employment because they are needed within the workshop to assist in getting the job completed in a quick turn-around time.

Clients are seldom prepared for competitive community employment once they enter sheltered employment. The sheltered employment opportunity becomes a terminal placement and is not viewed as a continuum of least restrictive vocational environments.

Vocational rehabilitation plays an important role in the habilitation of severely handicapped individuals, but only attempts to habilitate those individuals predicted to be employable either on competitive jobs or sheltered non-competitive jobs, thus a number of individuals within the severely handicapped population are excluded from this service.

Professionals and paraprofessionals within sheltered employment settings have not received substantial training in providing career education to severely handicapped individuals, but do have a substantial amount of experience.

Vocational Service and Training Needs of Severely Handicapped Individuals

Career/Vocational Service Needs

1. There is a need to provide a continuum of least restrictive vocational services for severely handicapped adults. The continuum could range from Adult Continuing Education to Competitive Community Employment Opportunities.

2. There is a need to provide services for severely handicapped individuals in heterogeneous normal environment with chronological age-appropriate peers.

3. There is a need for closer cooperation and communication between local and state agencies/organizations concerned with the vocational preparation of severely handicapped individuals.

4. There is a need for closer cooperation and communication between various types of direct service delivery systems (e.g., school and residential placements; vocational training and public schools, etc.).

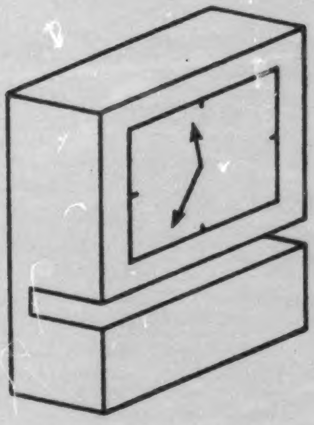
Career/Vocational Service Needs, con't.

5. There is a need for trained personnel (public school and post-school) to provide functional and relevant vocational training programs to severely handicapped individuals.
6. There is a need for public schools to systematically develop a service model that provides for the career/vocational needs of severely handicapped individuals.
7. There is a need for more training of severely handicapped individuals in community settings and not just in segregated, for handicapped only, facilities.
8. There is a need to inform parents and primary care-givers of the career/vocational potential of severely handicapped individuals.
9. There is a need to inform the community at large of the career/ vocational potential of severely handicapped individuals.

VOCATIONAL EDUCATION FOR THE SEVERELY HANDICAPPED

SECTION II

NATIONWIDE AGENCIES AND ORGANIZATIONS THAT CONTRIBUTE TO VOCATIONAL EDUCATION AND TRAINING OF SEVERELY HANDICAPPED INDIVIDUALS



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NATIONAL AGENCIES AND ORGANIZATIONS THAT CONTRIBUTE TO VOCATIONAL EDUCATION AND TRAINING OF SEVERELY HANDICAPPED INDIVIDUALS

This section contains brief descriptions and addresses for national agencies and organizations which in some way relate to the vocational needs of severely handicapped persons.

Part 1 contains an alphabetical listing of public, private, and non-profit agencies.

Part 2 contains an alphabetical listing of relevant professional organizations.

Although this listing may not be complete, it is hoped that adequate coverage of the principal agencies has been provided.

PART 1: NATIONAL AGENCIES - PUBLIC, PRIVATE, AND NON-PROFIT

- MATERIALS DEVELOPMENT CENTER
Stout Vocational Rehabilitation Institute
University of Wisconsin - Stout
Menomonie, Wisconsin 54751
MDC Information Service (715) 232-1342

National central source for the collection, development, and dissemination of materials and information on vocational evaluation and work adjustment. Provides information services to professionals working with persons with all types of handicapping conditions.

Publications, sound-slides, filmstrips, cassettes, and films as well as manuals for developing work samples, are available. Some information on personal adjustment counseling is also available.

- NATIONAL ASSOCIATION FOR RETARDED CITIZENS (N.A.R.C.)
2709 Avenue E East
PO Box 6109
Arlington, Texas 76011
(817) 261-4961

An organization which emphasizes services and advocacy at the local level. (See State Agencies for locations of state affiliates, which can direct inquirers to local units.) Its concerns include: appropriate free public education, legal rights, establishment of effective advocacy systems, improved funding for services, increased employment opportunities, and improvement of public understanding of retardation.

N.A.R.C.'s Research and Demonstration Institute conducts numerous projects, e.g., develops training programs and materials for educational personnel and parents to improve education to retarded children, demonstrates model approaches to employment.

Distributes books, pamphlets, films, and slide shows (audiovisuals available for loan or purchase).

On-The-Job-Training (O.J.T.). The O.J.T. Project is a national project between the U.S. Dept. of Labor and N.A.R.C.. Through O.J.T., N.A.R.C. helps business firms identify job areas where mentally retarded workers can best utilize their skills and reimburses employees a portion of the cost involved in training those employees during the first few critical weeks on the job.

- NATIONAL ASSOCIATION OF REHABILITATION FACILITIES
5330 Wisconsin Avenue, N.W.
Suite 955
Washington, D.C. 20013
(301) 654-5882

The purpose of the Association is to strengthen the resources of rehabilitation facilities so that they may provide high quality service to handicapped persons and the community at large. The three main continuing objectives are:

Public Affairs - to bring about a wide-ranging and proper awareness of, and support for, an optimum rehabilitation facility service delivery system.

Field Services - to provide adequate and proper services to members in general and, where appropriate, render specific services in order to assist members (both individually and collectively) in providing optimum rehabilitation facility services.

Education and Training - to provide a continuum of education and training services to managers and staff of rehabilitation facilities in order to improve and maintain the quality of administration, rehabilitation operations, and technical competencies.

- NATIONAL REHABILITATION INFORMATION CENTER
308 Mullen Library
The Catholic University of America
Washington, D.C. 20064
(202) 635-5826

This center supplies copies of research reports and audiovisual materials which have been provided through R.S.A. funding, journal articles, conference proceedings and other publications. There is a ten cents charge per page for photoduplication. Audiovisual materials are available on loan or for the cost of reproduction. Computerized literature searches can also be requested and the cost varies according to the complexity of the search.

- OFFICE OF SPECIAL EDUCATION
(formerly Bureau of Education for the Handicapped)
400 Maryland Avenue, S.W.
Washington, D.C. 20202
(202) 245-9661

Purpose. Coordination and administration of all federal education programs for the handicapped.

Principal Programs. The principal program areas in which the Office of Special Education is engaged include:

Support to States and higher education institutions for training teachers and other professional personnel for educating handicapped;

Support of research and demonstration projects, instructional materials, resource, and information centers dealing with the handicapped;

Production and distribution of media and materials for the handicapped, including captioned films for the deaf;

Aid to States for school services for the handicapped, through the Education of the Handicapped Act, the Elementary and Secondary Education Act, and the Vocational Education Act; and

Support for model programs in early childhood education, learning disabilities, and deaf-blind centers.

- PRESIDENT'S COMMITTEE ON EMPLOYMENT OF THE HANDICAPPED
  Washington, D.C. 20210
  Office of Information (202) 653-5010

Publishes and distributes information on vocational guidance, job placement, agencies which provide vocational services, and other employment-related topics relative to persons with all types of handicaps. Issues Disabled USA, a periodical (free). Also has information on architectural barriers, recreation, education.

Awards an annual scholarship to a handicapped high school student for postsecondary study.

- PRESIDENT'S COMMITTEE ON MENTAL RETARDATION
  Washington, D.C. 20201
  (202) 245-7634

Distributes materials on legal rights, advocacy, transportation, residential facilities, early intervention, and other topics in the area of mental retardation.

- PROJECT P.A.V.E. (Parents Advocating Vocational Education)
  1201 16th St., N.W.
  Washington, D.C. 20036
  (202) 833-4160

A project of the Parent's Campaign for Handicapped Children and Youth, sponsored by Bureau of Education for the Handicapped and the U.S. Office for Civil Rights. Supplies advocacy information in vocational education for the handicapped on the federal level.

- REHABILITATION INTERNATIONAL U.S.A. (R.I.U.S.A.)
  20 West 40th Street
  New York, N.Y. 10018
  (212) 869-9907

R.I.U.S.A. is the U.S. affiliate of Rehabilitation International, a world organization devoted to promoting all aspects of rehabilitation throughout the world. Of interest is the International Rehabilitation Film Review Catalogue for $2.00 which includes detailed reviews of available films and information on rentals, sales and suppliers. Over 100 films are presently available.

- REHABILITATION SERVICES ADMINISTRATION,
DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
(Transferred in mid-1980 to new Department of Education)
330 C Street, S.W.
Washington, D.C. 20201
(202) 245-8492

Officers. Robert H. Humphreys, Commissioner
Ms. Evelyn Provitt, Deputy Commissioner

Organization and Purpose. The Office of Human Development Services administers programs of the United States Department of Education that deal with the handicapped, dependent families and children. Of the several agencies and offices of the Service, the Rehabilitation Service Administration is principally concerned with the rehabilitation of the handicapped. Within R.S.A., the Research Division sponsors grants and contracts to study, develop and disseminate new and innovative methods of rehabilitating the severely disabled.

The Bureau of Developmental Disabilities serves those people whose disabilities are neurological in origin, such as the mentally retarded child or adult, the cerebral palsied person, and those with seizure disorders. The Bureau provides coordinative services to State, local and voluntary agencies throughout the country in an effort to bring a constellation of services to the developmentally disabled person.

Regional Program Directors supervise all programs and activities of the Service in each of the ten Federal Regions throughout the country. These Regional Program Directors, and their staffs, work directly with State rehabilitation agencies, voluntary groups, universities, and other rehabilitation facilities and organizations.

Principal Programs. Programs of Rehabilitation Services Administration deal with the supervision, management, development and promotion of the provisions of the Rehabilitation Act of 1973. It provides matching funds, program support and guidance to State and local agencies in the administration of the following State-Federal programs:

Vocational Rehabilitation for Disabled People
Disabled Social Security Insurance Applicants
Disabled Supplemental Security Income Applicants
Services for the Blind and Visually Handicapped
Services for the Deaf and Hearing Impaired
The National Advertising Campaign for Rehabilitation

- THE NATIONAL CENTER FOR RESEARCH IN VOCATIONAL EDUCATION
Ohio State University
1960 Kenny Road
Columbus, Ohio 43210
(614) 586-3635

The center develops educational programs, evaluates individual program needs and conducts leadership training. Two of its main themes relate to the special needs of subpopulations and to comprehensive planning. It regularly publishes such materials as minilists of information in various subject areas relating to vocational education, lists of meetings of interest to educators and pamphlets listing information resources for education.

UNITED CEREBRAL PALSY ASSOCIATIONS, INC.
66 East 34th Street
New York, NY 10016
Director of Program Services (212) 481-6350

An organization with many state and local affiliates. Direct services, such as counseling, physical and occupational therapy, recreational activities and transportation are offered by affiliates. (See State Agencies for locations of some affiliates.)

National office issues publications which provide information on a range of topics, including medical and psychosocial factors related to cerebral palsy, sexuality, aids and equipment, civil and legal rights.

Can refer handicapped persons and their families to vocational services, personal counseling, and other community resources.

Offers consultation to school personnel regarding architectural barrier removal, program development, etc.

PART 2: PROFESSIONAL ORGANIZATIONS

AMERICAN ASSOCIATION ON MENTAL DEFICIENCY (A.A.M.D.)
5201 Connecticut Avenue, N.W.
Washington, D.C. 20015

AMERICAN ASSOCIATION OF SPECIAL EDUCATION
PO Box 168
Fryeburg, Maine 04037

NATIONAL REHABILITATION ASSOCIATION
1522 K Street, N.W.
Washington, D.C. 20005

THE ASSOCIATION FOR THE SEVERELY HANDICAPPED (T.A.S.H.)
PO Box 15287
Seattle, Washington 98115

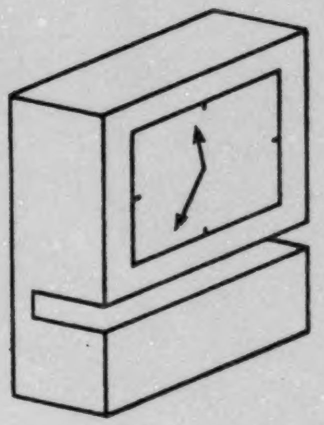
THE CANADIAN ASSOCIATION FOR THE MENTALLY RETARDED
Kinsmen Building
York University
4300 Keele Street
Downsview (Toronto)
Ontario, Canada

THE COUNSEL FOR EXCEPTIONAL CHILDREN
Division on Career Development
1920 Association Drive
Reston, Virginia 22091

VOCATIONAL EDUCATION FOR THE SEVERELY HANDICAPPED

SECTION III

MODEL PROGRAMS NATIONWIDE



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MODEL PROGRAMS NATIONWIDE

The programs described in this section have been developed as demonstration projects responsible for developing new technology in the field of vocational preparation of the severely handicapped and implementing increased community programming. These programs can serve as successful models for vocational training, prevocational training, and rehabilitation of severely handicapped persons. Also, there are other programs around the country which have been highly successful and may serve as models for program development.

It is hoped that these descriptions will stimulate ideas for further development of vocational education programs in California. Many of the programs listed have free or inexpensive publications intended to aid in replication of successful aspects of their programs.

COMMUNITY SERVICES FOR MENTALLY RETARDED ADULTS IN NONSHELTERED WORK AND RESIDENTIAL SETTINGS

Champaign-Urbana, Illinois

Program Description

Between 1978 and 1980 four programs have been set up by Frank Rusch, his staff and colleagues in this Illinois community. These programs are unique in their cooperative effort to provide nonsheltered community experiences for mildly, moderately, and severely retarded persons. The programs are based on the principle that mentally retarded persons can function in nonsheltered occupational and residential settings.

Major Features

- The Employment Training Program which provides placement and follow-up services to graduates of the two vocational skill training programs, Food Service 2 and the Professional Housekeeping Program.

- Food Service 2 is a replication of the Food Service Vocational Training Program at Seattle (discussed elsewhere in this section).

- The Professional Housekeeping Program provides vocational training in the vocational skills and social skills necessary to acquire jobs as maids and janitors.

- The Apartment Training Program provides (1) placement into an apartment within the community, (2) on-site skill training, and (3) case coordination.

Training procedures in all four programs are based on a behavior analysis approach.

Successful Aspects

Eleven individuals were receiving services in 1980 in the Employment Training Program following graduation from the two vocational skill programs. All but one travel independently on public transportation. All received minimum wage or better, full medical coverage, partial dental coverage, a comprehensive retirement plan, and voluntary union participation. Successful community integration has been achieved.

Needs

Improved coordination of the transition from public assistance to independence is needed to avoid loss of support before the trainee is fully independent. Also needed are administrative solutions to the need of severely handicapped workers to receive massed trials on specific tasks, considering the limits on time and materials in community settings.

For Further Information

Dr. Frank Rusch, Director
University of Illinois Food Service
Vocational Training Program
Assistant Professor, Department of
Special Education
University of Illinois
Urbana, Illinois 61801
(217) 333-0260

CRISIS INTERVENTION: AN APPLIED REHABILITATION RESEARCH PROGRAM FOR SEVERELY DEVELOPMENTALLY DISABLED ADOLESCENTS AND ADULTS

Madison, Wisconsin

Program Description

Crisis Intervention, a 3-satellite, multi-level program of the Waisman Center on Mental Retardation and Human Development, begun in 1975, is a habilitation/rehabilitation center and a research and training facility concentrating on applied research and professional training. The target population of the program is the severely developmentally disabled who are considered to be unrehabilitable. The program serves trainable, severely, and profoundly mentally retarded, cerebral palsied, epileptic, paraplegic, quadriplegic, autistic, and multiply handicapped individuals, and individuals with severe language or perceptual-cognitive deprivations. A total of 22 clients are currently served, with an average daily attendance during the last fiscal year of 22. Admission is by referral from the Division of Rehabilitation, from training/rehabilitation programs associated with the workshop, and by state, county, and private residential facilities. Admission is subject to specific criteria which include age (minimum of 15), type of handicap, potential for training, level of personal and work adjustment, and considered inability to take part in vocational rehabilitation services. Cooperating agencies include social service agencies, vocational rehabilitation agencies, schools, and residential facilities.

Major Features

The primary thrust of the Crisis Intervention program is to work with those severely developmentally disabled persons who are considered unable to benefit from vocational rehabilitation services. The program attempts to develop in clients those skills that will enable them to qualify for vocational rehabilitation services. In most cases, if clients do become eligible for services, they enter sheltered workshops under Division of Vocational Rehabilitation sponsorship. Attempts are made to place clients into competitive employment. Services are provided in three settings as well as in several community voluntary organizations.

The program offers the following services on a routine basis: prevocational training; follow-up after placement; personal and work adjustment training; individual and group counseling; counseling for relatives; a social and recreational program; self-help training; communication training; leisure time training; and job readiness training.

Clients are generally trained for community-based sheltered and/or competitive employment. In the past, one client was trained as a hospital aide. All work tasks are broken into the smallest components through task analysis. During training, staff seeks to develop in clients such work habits as persistence at tasks, the ability to switch tasks, the ability to work independently, the ability to organize work, starting and stopping work on time, the ability to retain information from one day to the next, accuracy, the ability to achieve production standards, and reliability; they seek to develop in clients such interpersonal and social skills as cooperation, tolerance for pressure and frustration, acceptable grooming and personal hygiene, and the ability to communicate and ask questions. Training is accomplished through applied behavior analysis, academic tutoring, roleplaying, and job simulation. Instructors are required to formulate daily lesson plans.

Reports relating to client progress toward the goals and objectives of her or his training program are required of all instructors. Copies of reports are provided to the Division of Vocational Rehabilitation.

Clients may be evaluated through instructor and staff observation checklists, anecdotal records, and psychological evaluations. However, most of the program's work is based on an applied behavioral analysis approach, and standardized testing is rarely used. The program's evaluation approach is primarily one of determining what clients do under various conditions and then developing programs leading to the skill objectives established by the program.

Case conferences concerning clients are held monthly to assess client progress and to develop program directions for the client for the next month. Conferences are attended by staff, critical support people, and referring agents.

During the past year, three clients were placed into community-based sheltered workshops and one into competitive employment. The individual who was placed into competitive employment was placed as a hospital aide.

Assessment

Crisis Intervention judges the success of its program on the following criteria: client achievement of training objectives, client achievement of eligibility for vocational rehabilitation services, and indications of community acceptance. Data are collected concerning these criteria.

Successful Aspects

Staff cites as successful aspects of the Crisis Intervention program their willingness to work with clients considered to be unrehabilitable, the cooperative arrangement existing between the University of Wisconsin and community rehabilitation agencies; their training of university students and other rehabilitation personnel; and their use of applied research. Staff cites as the most innovative component of their activities their ability to demonstrate the capabilities of individuals whose learning and behavioral handicaps are viewed as so limiting that other social service agencies have written them off.

Needs

Crisis Intervention cites needs for a greater availability of competitive employment once clients are trained and for better methods of assessing the local job market. Staff cites knowledge of and support for the program in the business community as very unsatisfactory.

For Further Information

Dr. Orv C. Kaplan, Project Director
Crisis Intervention: An Applied Rehabilitation
  Research Program for Severely Developmentally
  Disabled Adolescents and Adults
Harry A. Waisman Center on Mental Retardation
  and Human Development
2605 Marsh Lane
Madison, Wisconsin 53706
(608) 263-7878

FOOD SERVICE VOCATIONAL TRAINING PROGRAM: A MODEL FOR TRAINING AND PLACEMENT OF THE MENTALLY RETARDED

Seattle, Washington

Program Description

In 1975 the Child Development and Mental Retardation Center at the University of Washington was provided grant support by the Department of Health, Education and Welfare to establish a "training for placement" demonstration program for severely and moderately retarded adults. During the past three years, this program, the Food Service Vocational Training Program (FSVTP), has attempted to develop and systematize a behaviorally based model for the training and placement of the retarded adult population in the greater Seattle area into competitive jobs.

The purpose of a "training for placement" program is to provide retarded adults with comprehensive skills to function successfully in a normal work environment. The working philosophy of the program is to facilitate normalization by training the social, vocational, and self-help skills that are necessary to obtain and maintain competitive employment. A great deal of interest and surge of activity has been generated in recent years to move retarded individuals from institutions into more independent living situations. A "training for placement" program supports this activity by moving persons out of sheltered workshops and into competitive employment.

The differences between a sheltered workshop and competitive employment are dramatic in terms of both the requirements and the opportunities. The requirements of a competitive job include increased demands for quantity and quality of work, appropriate social behaviors, and adequate completion of necessary self-help skills. Resulting from these requirements are opportunities to function in a normal environment, to interact with nonretarded individuals, and to exhibit living and working skills that "normal" members of society display. The person has the additional opportunity to be viewed by society, family, friends, and self as "normal."

Twenty-five of the trainees had been in sheltered workshops or prevocational programs for two years or longer and were not considered employable by either their supervisors or traditional vocational rehabilitation standards; seven trainees had been in prevocational programs for less than two years or had received no training; one trainee had been competitively employed but had lost several jobs.

The FSVTP initiated the project with higher level individuals in order to test basic task analysis, data collection procedures, and to allow for a general procedural organization.

Major Features

There are three in-house training sites serving a total of 16 people--the Center Restaurant and two other food service establishments on the University of Washington campus. The initial training site is the Center Restaurant, a cafeteria style luncheon facility, located within the Child Development and Mental Retardation Center on the campus of the University of Washington. The restaurant is open for lunch between 11:30 a.m. and 1:30 p.m. Monday through Friday and serves approximately five hundred customers each day. The training site is an operating public restaurant with the same work, social, and self-help skill requirements as any other restaurant. Ten trainees work five hours each day at the Center Restaurant. The training at this site is highly structured and has a trainer-trainee ratio of one to three.

Training is done for three specific food service-related jobs: (1) dishwashing, (2) busing, and (3) utility maintenance. Each of the trainees is assigned to one job station, and each trainee is responsible for performance from 10 to 15 assigned jobs within that station. The jobs are the same for each trainee and must be performed in the same sequence each day.

When established criteria for all critical behaviors are reached, the trainee is moved to one of the two intermediate training sites, each of which serve three trainees. Trainees who are trained at the Center Restaurant in busing are moved to the Upper Campus Student Center, a cafeteria style operation serving several thousand students each day. Three trainees under the supervision of one training analyst are responsible for busing at this site. Training during the seven-hour work day at the Student Center is less intensive and structured than that at the Center Restaurant in order to assess and program for generalization and maintenance of the skills learned at the Center Restaurant.

A similar intermediate site is located at the South Campus Student Center at the University of Washington. Individuals trained in dishwashing and utility maintenance are moved to this site, where three trainees, supervised by a training analyst, operate a dishroom.

After a trainee has met established performance criterion in the intermediate sites, the placement and follow-up staff take over. A job for which the trainee was prepared is found at a food service establishment in the Seattle area. Initially, the staff spends a large amount of time at the placement site providing retraining and establishing a working rapport with the employer and co-workers. The staff gradually spends less and less time with the trainee as the trainee becomes more independent.

Some of the primary goals of the project were to pinpoint basic skills necessary for successful job retention, develop programs to train and maintain these behaviors, standardize data collection procedures, and set standardized criterion levels. Through systematic application of procedures, analysis of data in the initial and intermediate sites, and feedback from placement and follow-up staff, nine behavioral categories were pinpointed. The behaviors are: correct task completion, speed of task completion, independent task completion, time-on-task, grooming, time management, bus riding, greetings, and responding appropriately to verbal instructions.

In addition to vocational skills, the FSVTP has found three crucial self-help skills that trainees must have in their repertoire in order to compete successfully in employment settings: grooming, time management, and bus riding.

Problems resulting from inappropriate interactions with the employer or other co-workers are often cited by vocational researchers as major reasons for job failure. Social skills are difficult to teach to mentally retarded individuals in any setting. Training requires specific behavioral assessment and established goals. A trainee may be deficient in certain social skills either by not having the opportunity to learn them or by learning inappropriate behavior.

Inappropriate behavior is usually identified through ongoing casual observation or a problem behavior checklist. Treatment of inappropriate behaviors is done best through an individual program that includes accurate and systematic pinpointing, observation, and consequation of behavior on an individual basis.

Once a placement is made, follow-up activities begin with bus training to the specific job site. During the first week of employment, a task analysis and schedule are completed for all required tasks. Task schedules are typed for trainees who read, and pictured or photographed schedules are provided for those who do not. All job supervisors are given a copy of the task schedule and are asked for feedback. Tasks are checked off by the program staff as the trainee completes them, indicating whether the tasks were done correctly and on time. Intensive training is done on each task until the trainee completes the task correctly and on time for at least three consecutive days. The amount of time spent supervising those correctly completed tasks is then faded.

Successful Aspects

Since January 1976, the FSVTP has accepted 33 trainees for food services training. Of the 33 trainees, 5 were withdrawn from the program by their parents before training was completed. Seventeen persons have been placed into competitive employment, and the remainder are still in training.

Of the 17 trainees placed, 12 are presently employed, three voluntarily chose to leave their positions, and two are being retrained. Of those trainees who voluntarily left their jobs, one left to move to another part of the state, and two quit to become housewives. Food service jobs were acquired in hospitals, hotel restaurants, convalescent homes, independent restaurants, department store luncheonettes, government-funded restaurants, and on the University campus.

Eight of the currently employed trainees are working 30 or more hours each week, while the other four are working 20 to 29 hours per week. The hourly wages for those currently employed range from $2.20-$3.70 per hour--at least minimum wage for the position held. The monthly gross incomes range from $352-$572. As of January 1978, the total amount earned by individual trainees ranged from $664-$12,584. The total amount earned by all FSVTP graduates to this date was $67,000.

The FSVTP has demonstrated clearly that with intensive job-specific training and extensive on-the-job follow-up, many mentally retarded persons currently in sheltered workshops can successfully work in competitive jobs and gain all of the social and monetary reinforcers available to the normal population. In addition, the results show that the financial savings to society are overwhelming when retarded adults are removed from workshops, trained, and placed in the competitive work force.

Needs

More effective prevocational training programs for students with fewer skills prior to entrance into the Food Service Vocational Training Program.

For More Information

Food Service Vocational Training Program
Child Development and Mental Retardation Center
University of Washington
Seattle, Washington 98195
(206) 543-8895

PROJECT A.M.E.S.
Wilson-Beardshear School
Ames, Iowa

Program Description

Project A.M.E.S. is a community referenced, functional curriculum for the moderately and severely/profoundly mentally retarded students at Wilson-Beardshear School in Ames, Iowa.

The purpose of Project A.M.E.S. is to provide students with skills and experiences necessary to function as independently and as productively as possible at home, at work, and in the community.

Project A.M.E.S. is designed to develop training and placement procedures which enable moderately and severely/profoundly retarded students to be placed within a continuum from activity center to full-time community employment, and to develop transition strategies from school services to community-based services. During the 1979-80 school year a total of 25 students received direct services from the project.

Major Features

Curriculum strategies are based on four functional domains: community mobility, domestic living, vocational, and recreation/leisure.

On the primary level, emphasis is placed on developmental skills and community functioning skill development. On the intermediate level, domestic skill development is the major focus. On the senior level, vocational skill development is emphasized with the immediate goal being the placement of each graduate into gainful employment.

The community-referenced, age-appropriate, vocationally-aimed curriculum includes an objective, data based evaluation system that provides initial, daily, and post-assessment of each student's program.

Students ages 6-10 are in the Awareness phase of the vocational program, the purposes of which are to: (1) build attending endurance, (2) gather production data that are measurable over time, and (3) develop work habits and attitudes acceptable to the working community.

Students ages 11-15 work in the Preparation phase, working five days a week, from one to two hours in the school workshop on simulated or volunteer jobs. General work skills and social skill competencies are assessed while data are collected daily on each student's job proficiency. Instructional techniques are characterized by task analysis, prompting and fading, modeling, frequent use of positive reinforcement, and other behavior training procedures.

The Exploration phase for students 16-17 involves work in the community at specific job sites at least one to three hours, two days a week. Objectives are: (1) social and adaptive skill refinement, (2) learning jobs and completing tasks with acceptable quality, and (3) following the established work rules.

On-The-Job Training begins at age 18 and continues to the final year in school. As students become adept at their job placements in the community, assistance is gradually withdrawn. The last year is the Transition phase where a transition plan is developed in cooperation with the school, business, parents, and relevant community agencies.

During the last nine weeks of school, the student begins full-time employment at the business firm so that his or her ability to (1) get to and from work independently, (2) endure and maintain productivity over eight hours, (3) achieve and retain competitive work rates, and (4) budget appropriately earned income can be measured.

For Further Information

Susan Teas or Steven Maurer
Iowa Department of Public Instruction
Grimes Office Building
Des Moines, Iowa 53706
(515) 281-3576

PROJECT E.A.R.N.

Southern Illinois University in Carbondale
Carbondale, Illinois

Program Description

Project E.A.R.N. (Employment and Rehabilitation = Normalization), which began in 1979, is a job development, training, and placement program geared primarily toward maximizing the vocational prospects of students enrolled in secondary classrooms for moderately and severely retarded individuals. In the first six months of operation, six moderately and severely handicapped individuals were placed in competitive employment.

Major Features

A vocational training model was adapted from Mithaug and Haring's (1977) proposal for rehabilitation and placement as well as Project Employability, a successful job development program involving severely disabled adults in Richmond, Virginia (Wehman & Hill, 1979). Both of these models were geared primarily towards an adult population which necessitated Project E.A.R.N.'s extending applications of these models to school-aged populations. The present model involves: (1) job assessment in the community, (2) student assessment, (3) performance objectives, (4) training activities in the classroom and/or community, (5) placement, and (6) fading supervision and providing on-going evaluation. The type of jobs in which Project E.A.R.N. clients have succeeded are dishwashing, busboy, and janitorial work.

Assessment

An applied behavior analysis approach was utilized throughout. Formal assessment procedures were generally not utilized. All programs were written with measurable objectives, the use of ongoing measurement of performance, and a deliberate attempt to evaluate the effectiveness of specific intervention strategies.

Successful Aspects

During the 1979/1980 school year, the grand total of earnings by the severely disabled participants in Project E.A.R.N. was $13,590. This figure contrasts to a cumulative earnings total of less than $1,000 for the school year preceding implementation of Project E.A.R.N. As of October 1, 1980, six of the fourteen participants in Project E.A.R.N. were still employed in non-sheltered competitive employment. Of the eight persons not employed, five were temporarily laid off due to funding limitations.

For Further Information

Dr. Paul Bates
Department of Special Education
Southern Illinois University
Carbondale, Illinois 61801
(618) 453-2311

PROJECT EMPLOYABILITY
Job Placement in
Richmond, Virginia

Program Description

Since 1978, Project Employability has been involved in job training, placement, and follow-up services working primarily with mentally retarded persons usually classified as moderately to severely retarded. Clients are referred by a local adult program and through rehabilitation counselors.

Major Features

From a modest beginning with three job sites, the program has grown to include over a dozen different job sites. After attempting to place several individuals at one site in order to be more cost efficient with regard to staff supervision, it became evident that in order to retain clients without project staff supervision, company supervisors had to exert more supervision. To accommodate the needs of employers the strategy was changed to placing only one or two clients in a single job site. A system was arranged with the local rehabilitation offices to facilitate referrals which usually have resulted in placements in the food service industry at that point, although expansion is planned into other service occupations.

The most significant data resulting from the success of this program is that a number of the clients who have been successfully placed may always require systematic follow-up service by a case manager acting as an advocate. If such a need seems too costly, the expense of providing services to the same client in a sheltered setting is vastly more costly in comparison.

For Further Information

Dr. Paul Wehman, Director
Project Employability
Associate Professor, School of Education
Virginia Commonwealth University
Richmond, Virginia 23284
(804) 257-1305

SPECIALIZED TRAINING PROGRAM CENTER ON HUMAN DEVELOPMENT

University of Oregon
Eugene, Oregon

Program Description

The Specialized Training Program (STP), started in 1973, is a university-affiliated work activity center designed to provide long-term employment at competitive wages to 15 severely or profoundly mentally retarded (but not significantly physically handicapped) clients ranging in age from under 21 to 65. Clients were selected for the program at random from an identified and qualified population of county residents. On the basis of research and development, a model community vocational program has been defined which is now being implemented and evaluated in several western states.

Major Features

STP offers vocational training; training in work habits; continuous measurement of task acquisition, productivity, task attention, and social behaviors; involvement of families when appropriate (most participants have no family contact); a training program for posture improvement and reduction of stereotypic behavior; and long-term sheltered employment. Participant's nonvocational needs are met by generic community services, and STP coordinates its efforts with those of local social service and vocational rehabilitation agencies.

Participants are currently being trained and employed as small parts assemblers, assembling cam switches (a 19-part unit), wiring harnesses, battery packs, test adapters, and saw chains. Other small parts assembly contracts have been used in the past. Reinforcement and punishment procedures such as contingent social praise, partial immediate payment for work, and over correction procedures are used.

A second project within the Specialized Training Program is Project VOC, Vocational Opportunities Cooperative. Project VOC is investigating what has been labelled the general case programming strategy, which is designed for teaching generalized skills which can be applied in a variety of contexts. The strategy involves identifying vocational skill areas, defining response and stimulus control requirements of the skill areas, selecting appropriate strategies and designing instructional skills. The staff of Project VOC feel that applications of this and other curriculum development strategies now seems critical if severely handicapped students are to capitalize on vocational opportunities which can be available during their adult years.

Materials

A monograph containing papers resulting from STP's research and demonstration activities and describing the procedures mentioned in the preceding paragraph is used as a curriculum guide by the program. Titled Habilitation of the Severely and Profoundly Retarded: Reports from the Specialized Training Unit and edited by G. Thomas Bellamy, Ph.D., Director, it is available at $5.00 prepaid. A film and several additional professional papers are also available.

Assessment

STP considers production rate, changes in task-attending measures, attainment of educational and training objectives, and indications of community acceptance in assessing its success. Gathered data are available in report form.

Successful Aspects

STP cites as successful aspects of its program the coordination of research and service activities, and the development of a replicable community program model.

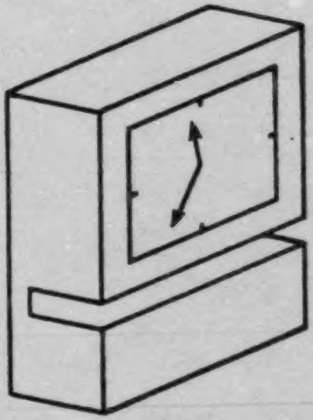
For Further Information

G. Thomas Bellamy, Ph.D., Director
Specialized Training Program
Center on Human Development
University of Oregon
Eugene, Oregon 97403
(503) 686-3575

VOCATIONAL EDUCATION FOR THE SEVERELY HANDICAPPED

SECTION IV

AGENCIES WITHIN CALIFORNIA SERVING THE VOCATIONAL NEEDS OF SEVERELY HANDICAPPED INDIVIDUALS



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P.A.C.E.

AGENCIES WITHIN CALIFORNIA SERVING THE VOCATIONAL NEEDS OF SEVERELY HANDICAPPED INDIVIDUALS

This section contains brief descriptions and addresses for agencies in California which in some way relate to the vocational needs of severely handicapped persons. In cases where local offices will be useful contacts for educational personnel, a detailed listing will follow.

All agencies are in alphabetical order after the description of the Comprehensive System of Personnel Development. This is not a complete listing of relevant agencies but it is hoped that the coverage of principal agencies will assist you in developing vocational programs.

COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT (CSPD)
Personnel Development Unit
Office of Special Education
California State Department of Education
721 Capitol Mall
Sacramento, CA 95814
(916) 322-4695

The primary goal of the California CSPD is to provide, as required by PL 94-142 and SB 1870, personnel development opportunities for all individuals currently involved or preparing to be involved in the education of individuals with exceptional needs.

The California State Department of Education, Office of Special Education has established, through grants to LEA or county offices, nine regional training units throughout the state. Each training unit will house a training coordinator, three or four educational specialists, several parent specialists and two support staff. Each unit will provide multi-level training to all public, private, or community agencies within its region.

This system establishes a process by which the California State Department of Education can ensure that all personnel necessary to carry out the purposes of PL 94-142 and SB 1870 are qualified and that activities sufficient to carry out the CSPD are scheduled.

Special Education Resource Network

Under the California Comprehensive System of Personnel Development are nine regional units designed to respond to any agency serving individuals with exceptional needs by providing inservice programs and technical assistance in personnel development.

Addresses for the nine regional units (SERNs) are:

PERSONNEL DEVELOPMENT UNIT
Office of Special Education

SPECIAL EDUCATION RESOURCE NETWORK REGIONS

Region 1 - Southern California

Dorothy Davis
Coordinator, SERN
San Diego County Schools
6401 Linda Vista Road
San Diego, CA 92111
(714) 292-3769 **SUZI DURKIN**

Region 2 - High Desert

Gwen Johnson
Coordinator, SERN
Redlands Unified
30800 Palo Alto Drive
Redlands, CA 92373
(714) 794-2138 **BARNEY CARDOVA**

Region 3 - Los Angeles County

Mary Male
Coordinator, SERN
Sepulveda School
12501 South Isis Avenue
Hawthorne, CA 90250
(213) 644-3691 **KEREN HAMBURGER**

Region 4 - Central Coast

Anne Langstaff Pasanella
Coordinator, SERN
Santa Barbara Co. Schools Office
4400 Cathedral Oaks Road
Santa Barbara, CA 93111
(805) 961-4583 **JOANNE PANICEK**

Region 5 - Bay Area

Anne Seasons
Coordinator, SERN
Castro Valley Unified
P.O. Box 2146
Castro Valley, CA 94546
(415) 537-4476

Region 6 - So. Central Valley

Gurnice Smith
Coordinator, SERN
Tulare County Schools
Education Building
County Civic Center
Visalia, CA 93277
(209) 627-3945

Region 7 - No. Central Valley

Lorna Ross
Coordinator, SERN
1150 Eastern Avenue
Sacramento, CA 95825
(916) 972-0665 **MARY VASQUEZ**

Region 8 - North Coast

Diane Scott
Coordinator, SERN
Mendocino County Schools Office
589 Low Gap Road
Ukiah, CA 95482
(707) 468-9189 **FRANK ZumMALLEN**

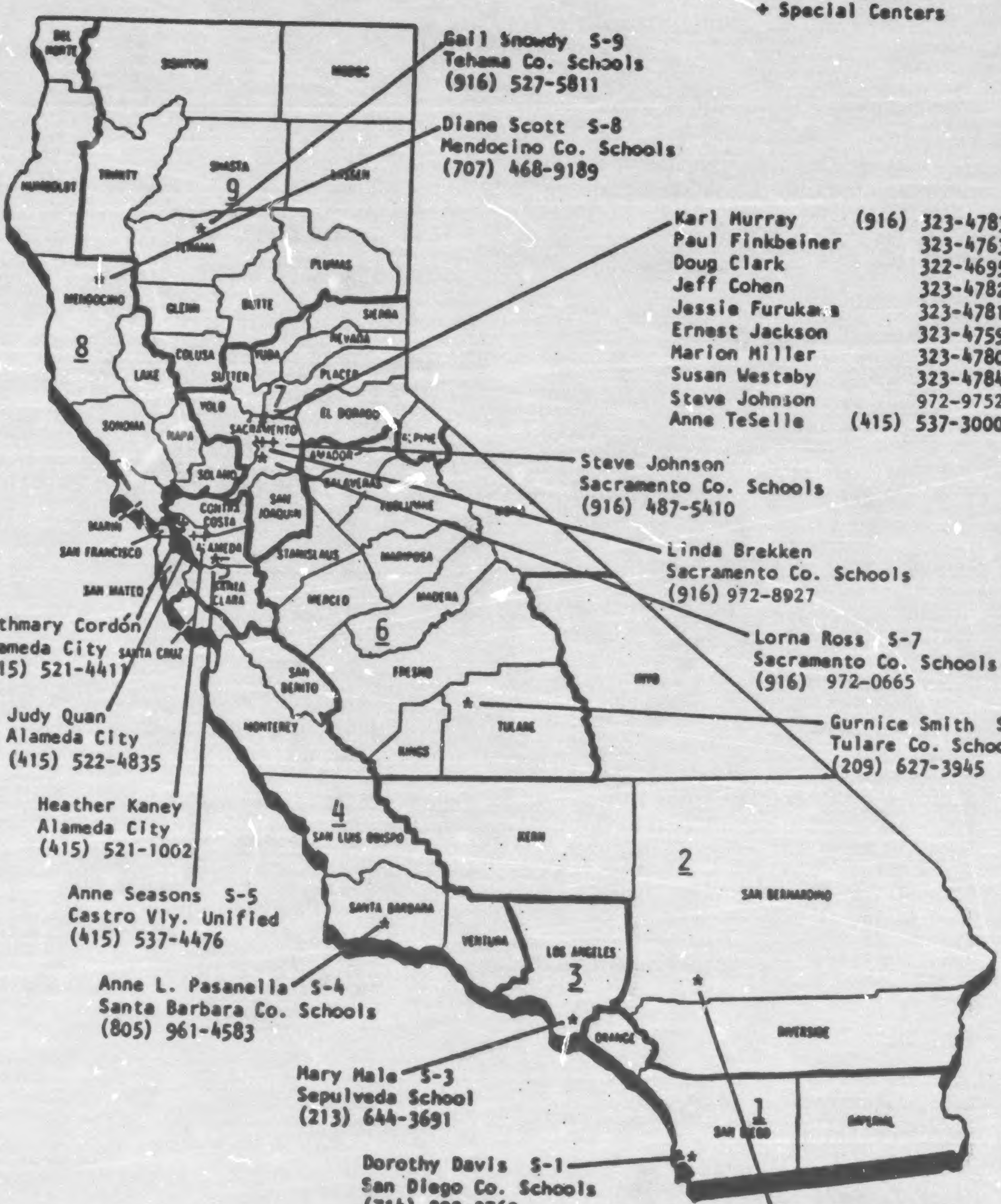
Region 9 - North Central

Gail Snowdy
Coordinator, SERN
Tehama County Schools Office
1135 Lincoln Street
P.O. Box 810
Red Bluff, CA 96080
(916) 527-5811 **BUD NEELEY**

10/7/81

PERSONNEL DEVELOPMENT UNIT

# State Management Team
* Training Units
+ Special Centers



Gail Snowdy S-9
Tehama Co. Schools
(916) 527-5811

Diane Scott S-8
Mendocino Co. Schools
(707) 468-9189

Karl Murray	(916)	323-4783
Paul Finkbeiner		323-4763
Doug Clark		322-4695
Jeff Cohen		323-4782
Jessie Furukawa		323-4781
Ernest Jackson		323-4759
Marion Miller		323-4780
Susan Westaby		323-4784
Steve Johnson		972-9752
Anne TeSelle	(415)	537-3000

Steve Johnson
Sacramento Co. Schools
(916) 487-5410

Linda Brekken
Sacramento Co. Schools
(916) 972-8927

Lorna Ross S-7
Sacramento Co. Schools
(916) 972-0665

Gurnice Smith S-6
Tulare Co. Schools
(209) 627-3945

Ruthmary Cordón
Alameda City
(415) 521-4411

Judy Quan
Alameda City
(415) 522-4835

Heather Kaney
Alameda City
(415) 521-1002

Anne Seasons S-5
Castro Vly. Unified
(415) 537-4476

Anne L. Pasanella S-4
Santa Barbara Co. Schools
(805) 961-4583

Mary Male S-3
Sepulveda School
(213) 644-3691

Dorothy Davis S-1
San Diego Co. Schools
(714) 292-3769

Gwen Johnson S-2
Redlands Unified
(714) 794-2138

9/23/81

INDEX FOR COUNTIES WITHIN REGIONAL SPECIAL EDUCATION TRAINING UNIT AREAS (SERNs)

REGION	COUNTY	
I	IMPERIAL	
	ORANGE	
	SAN DIEGO	
II	INYO	
	KERN	
	RIVERSIDE	
	SAN BERNARDINO	
III	LOS ANGELES	
IV	MONTEREY	
	SAN BENITO	
	SAN LUIS OBISPO	
	SANTA BARBARA	
	SANTA CRUZ	
	VENTURA	
V	ALAMEDA	
	CONTRA COSTA	
	MARIN	
	SAN FRANCISCO	
	SAN MATEO	
	SANTA CLARA	
VI	AMADOR	TULARE
	CALAVERAS	TUOLUMNE
	FRESNO	
	KINGS	
	MADERA	
	MARIPOSA	
	MERCED	
	MONO	

REGION	COUNTY
VII	ALPINE
	EL DORADO
	NEVADA
	PLACER
	SACRAMENTO
	SAN JOAQUIN
	SIERRA
	SUTTER
	YOLO
	YUBA
VIII	DEL NORTE
	HUMBOLDT
	LAKE
	MENDOCINO
	NAPA
	SOLANO
	SONOMA
IX	BUTTE
	COLUSA
	GLENN
	LASSEN
	MODOC
	PLUMAS
	SHASTA
	SISKIYOU
	TEHAMA
	TRINITY

- AFFIRMATIVE ACTION FOR THE DISABLED
State Personnel Board
801 Capitol Mall
Sacramento, CA 98514
(916) 445-5188

Facilitates the permanent employment of persons with disabilities. Serves all handicaps. Can be utilized by individuals with disabilities or employers.

- ASSOCIATION FOR RETARDED CITIZENS - CALIFORNIA
1414 K Street, Suite K
Sacramento, CA 95814
(916) 441-3322

The purpose of ARC-California is to promote the welfare of citizens with mental retardation through legislation and advocacy. In ~~addition~~, support is given to local units who provide a variety of services to their communities, in many cases including the administration of adult programs.

A listing of all local ARC's follows, organized by Special Education Resource Network (SERN) Regions. (See Comprehensive System of Personnel Development: this section)

California Associations for Retarded Citizens

- SERN Region I

IMPERIAL VALLEY ASSOCIATION FOR THE RETARDED, INC.
PO Box 1828
El Centro, CA 92243 (Imperial County)
(714) 352-0180

ORANGE COUNTY ASSOCIATION FOR RETARDED CITIZENS
1835B Orangethorpe Park
Anaheim, CA 92801 (Orange County)
(714) 738-3972

SAN DIEGO COUNTY ASSOCIATION FOR THE RETARDED
3035 "G" Street
San Diego, CA 92102 (San Diego County)
(714) 234-6711

ASSOCIATION FOR RETARDED CITIZENS - NORTH SAN DIEGO COUNTY
1221 Ridge Road
Vista, CA 92083 (San Diego County)
(714) 726-2250

- SERN Region II

BAKERSFIELD ASSOCIATION FOR RETARDED CITIZENS
530 Fourth Street
Bakersfield, CA 93304 (Kern County)
(805) 327-0921

· SERN Region II (cont'd)

INDIAN WELLS VALLEY ASSOCIATION FOR RETARDED CITIZENS
216 North Gold Canyon Drive
Ridgecrest, CA 93555 (Kern County)
(714) 375-9332

WESTSIDE ASSOCIATION FOR RETARDED CITIZENS
204 Van Buren
Taft, CA 93268 (Kern County)
(805) 765-7767

FOUNDATION FOR THE RETARDED OF THE DESERT
PO Box 1183
Palm Desert, CA 92260 (Riverside County)
(714) 346-0591

RIVERSIDE COUNTY ASSOCIATION FOR RETARDED CITIZENS
5969 Robinson Avenue
Riverside, CA 92503 (Riverside County)
(714) 688-5141

ONTARIO-POMONA ASSOCIATION FOR RETARDED CITIZENS
9160 Monte Vista Avenue
Montclair, CA 91763 (San Bernardino County)
(714) 621-3884

SAN BERNARDINO AREA ASSOCIATION FOR THE RETARDED
24554 East Sixth Street
San Bernardino, CA 92410 (San Bernardino County)
(714) 884-6484

· SERN Region III

ANTELOPE VALLEY ASSOCIATION FOR THE RETARDED
PO Box 1747
Lancaster, CA 93534 (L.A. County)
(213) 942-8195

EXCEPTIONAL CHILDREN'S FOUNDATION
3750 W. Santa Barbara Avenue
Los Angeles, CA 90008 (L.A. County)
(213) 290-2000

HARBOR AREA RETARDED CHILDREN'S FOUNDATION
PO Box 1189
San Pedro, CA 90733 (L.A. County)
(213) 831-8931

LONG BEACH RETARDED CHILDREN'S FOUNDATION, INC.
4519 East Sterns
Long Beach, CA 90815 (L.A. County)
(213) 597-4396

• SERN Region III (cont'd)

MID-CITIES ASSOCIATION FOR RETARDED CHILDREN
PO Box 5266
Compton, CA 90224 (L.A. County)
(213) 537-4510

RETARDED CHILDREN'S ASSOCIATION OF SAN GABRIEL VALLEY
225 West Duarte Road
Monrovia, CA 91016 (L.A. County)
(213) 357-7061

SOUTHEAST ASSOCIATION FOR RETARDED CITIZENS, INC.
12049 South Woodruff Avenue
Downey, CA 90241 (L.A. County)
(213) 923-7777

SOUTHWEST ASSOCIATION FOR RETARDED CHILDREN, INC.
16921 South Western Avenue, Suite 212
Gardena, CA 90247 (L.A. County)
(213) 532-8031

• SERN Region IV

MONTEREY COUNTY ASSOCIATION FOR THE RETARDED, INC.
850 Congress
Pacific Grove, CA 93950 (Monterey County)
(408) 372-8002

LOMPOC VALLEY ASSOCIATION FOR RETARDED CITIZENS
PO Box 833
Lompoc, CA 93438 (Santa Barbara County)
(805) 736-9660

SANTA BARBARA COUNCIL FOR THE RETARDED
Granada Building
1216 State Street, Suite 501
Santa Barbara, CA 93101 (Santa Barbara County)
(805) 963-0984

SANTA MARIA ASSOCIATION FOR THE RETARDED
PO Box 1037
Santa Maria, CA 93454 (Santa Barbara County)
(805) 922-7381

SANTA CRUZ COUNTY ASSOCIATION FOR THE RETARDED, INC.
950 41st Avenue
Santa Cruz, CA 95062 (Santa Cruz County)
(408) 476-6501

- SERN Region V

ASSOCIATION FOR RETARDED CITIZENS - ALAMEDA COUNTY
7808 Capwell Drive
Oakland, CA 94621 (Alameda County)
(415) 632-4300

CONTRA COSTA ASSOCIATION FOR RETARDED CITIZENS
2717 North Main Street, Room 9
Walnut Creek, CA 94596 (Contra Costa County)
(415) 933-1544

MARIN ASSOCIATION FOR RETARDED CITIZENS
119 Paul Drive
San Rafael, CA 94903 (Marin County)
(415) 472-2373

SAN FRANCISCO AID RETARDED CITIZENS, INC.
3110 California Street (San Francisco County)
San Francisco, CA 94115
(415) 931-3330

PENNINSULA ASSOCIATION FOR RETARDED CITIZENS AND ADULTS
1838 El Camino Real, Suite 214
Burlingame, CA 94010 (San Mateo County)
(415) 697-7237

CENTRAL SANTA CLARA COUNTY ASSOCIATION FOR RETARDED CHILDREN
West Area, Information
Agnews Residential Facility
Building 109, Room 203
San Jose, CA 95114 (Santa Clara County)
(No phone listing, contact by mail)

- SERN Region VI

FRESNO ASSOCIATION FOR THE RETARDED
5755 East Fountain Way
Fresno, CA 93727 (Fresno County)
(209) 291-0611

KINGS COUNTY ASSOCIATION FOR RETARDED CHILDREN
P.O. Box 651
Hanford, CA 93232
(No phone listing, contact by mail)

STANISLAUS ASSOCIATION FOR RETARDED, INC.
P.O. Box 23
Modesto, CA 95353 (Stanislaus County)
(209) 538-4000

PORTERVILLE ASSOCIATION FOR RETARDED CHILDREN
P.O. Box 742
Porterville, CA 93257 (Tulare County)
(No phone listing, contact by mail)

SERN Region VII

AMADOR ASSOCIATION FOR THE RETARDED AND HANDICAPPED, INC.
PO Box 506
Jackson, CA 95642 (Amador County)
(209) 274-2161

EL DORADO ASSOCIATION FOR RETARDED CITIZENS
PO Box 2158
Placerville, CA 95667 (El Dorado County)
(No phone listing, contact by mail)

PLACER ASSOCIATION FOR RETARDED, INC.
700 Douglas Boulevard - Downstairs
Roseville, CA 95678 (Placer County)
(916) 783-5700

SACRAMENTO ASSOCIATION FOR THE RETARDED, INC.
2100 21st Street
Sacramento, CA 95818 (Sacramento County)
(916) 452-4743

SAN JOAQUIN ASSOCIATION FOR THE RETARDED
802 East Flora Street
Stockton, CA 95202 (San Joaquin County)
(No phone listing, contact by mail)

YOLO COUNCIL FOR RETARDED CHILDREN, INC.
PO Box 421
Davis, CA 95616 (Yolo County)
(No phone listing, contact by mail)

SERN Region VIII

CLEAR LAKE ASSOCIATION FOR DEVELOPMENTAL SERVICES
PO Box 1017
Lakeport, CA 95453 (Lake County)
(707) 263-0955

PARENTS AND FRIENDS, INC.
PO Box 656
Fort Bragg, CA 95437 (Mendocino County)
(707) 964-4940

UKIAH VALLEY ASSOCIATION FOR THE HANDICAPPED, INC.
PO Box 664
Ukiah, CA 95482 (Mendocino County)
(707) 462-7593

NAPA VALLEY ASSOCIATION FOR RETARDED, INC.
PO Box 2867
Napa, CA 94558 (Napa County)
(No phone listing, contact by mail)

- SERN Region VIII (cont'd)

ASSOCIATION FOR MENTALLY RETARDED OF NAPA STATE HOSPITAL
PO Box 565
Ross, CA 94957 (Napa County)
(No phone listing, contact by mail)

UPPER SOLANO ASSOCIATION FOR RETARDED CHILDREN, INC.
PO Box 771
Fairfield, CA 94533 (Solano County)
(No phone listing, contact by mail)

ASSOCIATION FOR RETARDED CITIZENS - VALLEJO-BENICIA UNIT
905 Ohio Street
Vallejo, CA 94590 (Solano County)
(707) 552-2935

SONOMA PARENT HOSPITAL ASSOCIATION
PO Box 237
Eldridge, CA 95431 (Sonoma County)
(No phone listing, contact by mail)

- SERN Region IX

ASSOCIATION FOR RETARDED CITIZENS - BUTTE COUNTY
PO Box 3697
Chico, CA 95927 (Butte County)
(916) 891-5865

SHASCADE ASSOCIATION FOR THE RETARDED, INC.
PO Box 906
Redding, CA 96099 (Shasta County)
(916) 241-5814

YUBA-SUTTER COUNCIL FOR THE RETARDED, INC.
PO Box 137
Yuba City, CA 95991 (Sutter and Yolo Counties)
(916) 742-0844

TEHAMA COUNTY ASSOCIATION FOR THE RETARDED, INC.
PO Box 41
Red Bluff, CA 96080 (Tehama County)
(916) 529-0120

- CALIFORNIA GOVERNOR'S COMMITTEE FOR EMPLOYMENT OF THE HANDICAPPED
800 Capitol Mall
Sacramento, CA 95814
(916) 323-2545

Promotes the employment of persons with disabilities in California by helping to establish or maintain local committees for employment of the handicapped. Also offers publications and a free film library.

- CALIFORNIA OCCUPATIONAL INFORMATION
COORDINATING COMMITTEE
1027 10th Street, Suite 302
Sacramento, CA 95814
(916) 323-6544

Objectives are to assist:

1. individuals in making appropriate and satisfying career choices through the delivery of occupational information;
2. unemployed youth with special labor market information needs;
3. counselors assisting individuals in making career choices;
4. administrators and program planners in developing educational and training programs;
5. private industry with labor supply individuals.

- CROSS-AGENCY PROJECT FOR THE EDUCATION AND TRAINING
OF THE HANDICAPPED (CAP)
2430 Stanwell Drive
Suite 160
Concord, CA 94520
(415) 680-8744

Acts as a "broker" which works for employers and the handicapped individual to help improve the transition from wherever they are through training to work. Provides client-job development linkages.

- COUNTY WELFARE DEPARTMENTS
Information and Referral Services
(For local listings look in the white pages
of the phone book under your county of residence.)

Provides information about services in the local counties and offers assistance in utilizing these services. May help to arrange or coordinate referral for vocational services.

- DEPARTMENT OF REHABILITATION
State of California
722 Capitol Mall
Sacramento, CA 95814
(Local offices and phone numbers can be
found in the white pages of your phone book under:

California, State of
Rehabilitation, Dept. of

A list of District Offices in California
follows the description.)

Provides a full range of vocationally oriented rehabilitative services including evaluation, counseling, training, job-placement, and follow-up. The newly formed Habilitation Services Section is responsible for long-term funding and habilitation programs for sheltered workshops and/or work activity programs for developmentally disabled persons. Most District Offices house a developmental disabilities specialist counselor. Many descriptive brochures are available.

Department of Rehabilitation District Offices

DISTRICT & COUNTIES	ADDRESS	PHONE
CHICO DISTRICT Colusa, Glenn, Butte, Siskiyou, Modoc, Shasta, Lassen, Tehama, Trinity, Yuba, Plumas, Sutter, Sierra, Nevada Counties	520 Cohasset Road Suite 9 Chico 95926	(916) 345-6171
SACRAMENTO DISTRICT Sacramento, Placer, El Dorado, Alpine, Yolo Counties	2225 19th Street Sacramento 95818	(916) 322-8500
SANTA ROSA DISTRICT Del Norte, Humboldt, Lake, Mendocino, Napa, Marin, Sonoma Counties	625 Steele Lane Santa Rosa 95401	(707) 542-6836
OAKLAND DISTRICT Alameda County	1111 Jackson Street Room 5002 Oakland 94607	(415) 464-0727
SAN FRANCISCO DISTRICT San Francisco County	2720 Taylor Street Suite 420 San Francisco 94133	(415) 771-7200
PLEASANT HILL DISTRICT Contra Costa, Solano Counties	2285 Morello Avenue Pleasant Hill 94523	(415) 689-3010
SAN JOSE DISTRICT Santa Clara County	949 Ruff Drive San Jose 95110	(408) 277-1366
REDWOOD CITY DISTRICT San Mateo County	298 Fuller Street Redwood City 94063	(415) 365-6766
STOCKTON DISTRICT Amador, Calaveras, San Joaquin, Stanislaus, Tuolumne, Alpine Counties	Precissi Lane Stockton 95207	(209) 948-7700

DISTRICT & COUNTIES	ADDRESS	PHONE
LOS ANGELES CENTRAL DISTRICT	3407 W. 6th Street Los Angeles 90020	(213) 736-3941
EAST LOS ANGELES DISTRICT	923 N. Bonnie Bch. Pl. Los Angeles 90063	(213) 266-6300
LOS ANGELES - MID-CITIES DISTRICT	10925 S. Central Ave. Room 205 Los Angeles 90059	(213) 567-1451 X-12/13
NORWALK DISTRICT Los Angeles County	12440 E. Firestone Blvd. Suite 215 Norwalk 90650	(213) 864-8521
COVINA DISTRICT Los Angeles County	344 S. Citrus Avenue Covina 91723	(213) 967-1551
PASADENA DISTRICT Los Angeles County	3452 E. Foothill Blvd. 9th Floor Pasadena 91107	(213) 577-7100
RIVERSIDE DISTRICT Riverside, Imperial Counties	6848 Magnolia Avenue Suite 5 Riverside 92506	(714) 682-3661
SAN BERNARDINO DISTRICT Inyo, Mono, San Bernardino Counties	303 W. 3rd Street Room 300 San Bernardino 92401	(714) 383-4401
FRESNO DISTRICT Merced, Mariposa, Madera, Fresno Counties	2550 Mariposa Street Room 2000 Fresno 93721	(209) 442-1250
BAKERSFIELD DISTRICT Kern, Kings, Tulare Counties	4800 Stockdale Hwy. Suite 212 Bakersfield 93301	(805) 395-2771
SALINAS DISTRICT Monterey, Santa Cruz, San Benito Counties	11 West Laurel Dr. Suite 201 Salinas 93901	(408) 443-3100
SANTA BARBARA DISTRICT San Luis Obispo, Santa Barbara Counties	324 E. Carrillo Santa Barbara 93101	(805) 963-3632
VAN NUYS DISTRICT Los Angeles County	8155 Van Nuys Blvd. Suite 230 Van Nuys 91402	(213) 786-5770
INGLEWOOD DISTRICT Los Angeles County	6060 W. Manchester Los Angeles 90045	(213) 649-1710

DISTRICT & COUNTIES	ADDRESS	PHONE
ANAHEIM DISTRICT Orange County	421 N. Brookhurst Suite 124 Anaheim 92801	(714) 635-5500
LONG BEACH DISTRICT Los Angeles County	3530 Atlantic Ave. Room 201 Long Beach 90807	(213) 595-6601
SAN DIEGO DISTRICT San Diego County	1350 Front Street Room 4000 San Diego 92101	(714) 237-7281

- DISABILITY LAW RESOURCE CENTER
Center for Independent Living
2539 Telegraph Avenue
Berkeley, CA 94707
(415) 841-3790

Provides technical assistance and legal support services for the enforcement of legal rights of disabled persons, including employment discrimination on the basis of handicap. Available to handicapped individuals, administrators, attorneys, community agencies, employers and legal paraprofessionals.

- INFORMATION SPECIALIST
Regional Resource Center West
3325 Wilshire Blvd., Suite 1345
Los Angeles, CA 90010
(213) 381-5231

For information regarding inservice training products from the network of 15 Regional Resource Centers.

- ON-THE-JOB TRAINING PROJECT
National Association for Retarded Citizens
401 South Third St., Suite 312
Las Vegas, Nevada 89101
(702) 384-5988

Designed to open new job situations for mentally retarded persons, to upgrade their earnings, and to stimulate and foster cooperation among existing agencies and organizations placing mentally retarded individuals into competitive employment. NARC-OJT can reimburse the employer 50% of entry wage for the first 160 hours of employment and 25% of entry wage for the second 160 hours of employment, while the employer maintains the absolute right of termination.

- REGIONAL CENTERS
(A list of addresses and phone numbers
for the 21 Regional Centers in California
follows this description.)

Regional Centers, as defined by State law, provide central points for individuals with developmental disabilities, or their families, to obtain or be referred to needed services. Regional Centers provide diagnosis and coordination of resources, such as education, health, welfare, rehabilitation, and recreation for residents with developmental disabilities throughout the State of California.

All persons, living in the State of California, regardless of age or income, who are believed to have developmental disabilities, may receive diagnostic services.

Those individuals determined to be developmentally disabled are eligible for other Regional Center services. Those ineligible are referred to appropriate agencies within the community.

Among the services provided by Regional Centers are:

Information and Referral
Diagnosis and Evaluation
Individual Program Planning
Preventive Services
Admission to and Discharge from State Hospitals
Court Ordered Evaluations
Guardianship Services
Advocacy
Consultation to Other Agencies
Community Education Regarding Developmental Disabilities
Community Resource Development

There are twenty-one (21) Regional Centers located throughout the State of California. For further information call the Center serving your area:

REGIONAL CENTER	COUNTIES SERVED
ALTA CALIFORNIA REGIONAL CENTER 4010 El Camino Avenue, Suite A Sacramento, CA 95821 (916) 481-6101	Alpine, Colusa, El Dorado, Nevada, Placer, Sacramento, Sierra, Sutter, Yolo and Yuba Counties
CENTRAL VALLEY REGIONAL CENTER 4747 N. First Street, Suite 195C Fresno, CA 93726 (209) 225-4500	Fresno, Kings, Madera, Mariposa, Merced and Tulare Counties
FRANK D. LANTERMAN REGIONAL CENTER 1605 West Olympic Blvd., 6th Floor Los Angeles, CA 90015 (213) 383-1300	Health Districts of Los Angeles County: Central, Glendale, Hollywood-Wilshire and Pasadena

REGIONAL CENTER	COUNTIES SERVED
REGIONAL CENTER OF THE EAST BAY 2201 Broadway Oakland, CA 94612 (415) 451-7232	Alameda and Contra Costa Counties
EASTERN LOS ANGELES REGIONAL CENTER 801 South Garfield Avenue, Suite 805 Alhambra, CA 91801 (213) 570-8620	Health Districts of Los Angeles County: Alhambra, East Los Angeles, Northeast and Whittier
FAR NORTHERN REGIONAL CENTER 2400 Washington Avenue, Suite 301 PO Box 1848 Redding, CA 96001 (916) 243-4791	Butte, Glenn, Lassen, Modoc, Plumas, Shasta, Siskiyou, Tehama and Trinity Counties
GOLDEN GATE REGIONAL CENTER 100 Mission Street, Suite 400 San Francisco, CA 94105 (415) 546-9222	Marin, San Francisco and San Mateo Counties
HARBOR REGIONAL CENTER 20620 South Leapwood Avenue Carson, CA 90746 (213) 323-3030	Health Districts of Los Angeles County: Bellflower, Harbor, Long Beach and Torrance
INLAND COUNTIES DEVELOPMENTAL DISABILITIES SERVICES 814 North Arrowhead PO Box 6127 San Bernardino, CA 92412 (714) 888-6631	Inyo, Mono, Riverside and San Bernardino Counties
KERN REGIONAL CENTER 501 40th Street PO Box 2536 Bakersfield, CA 93303 (805) 327-8531	Kern County
SAN ANDREAS REGIONAL CENTER 1270 Winchester Blvd. San Jose, CA 95128 (408) 248-8500	Monterey, San Benito, Santa Clara and Santa Cruz Counties
NORTH BAY REGIONAL CENTER 1710 Soscol Avenue Napa, CA 94558 (707) 252-0444	Napa, Solano and Sonoma Counties
NORTH COAST REGIONAL CENTER 413 North State Street Ukiah, CA 95482 (707) 462-3832	Del Norte, Humboldt, Mendocino and Lake Counties

REGIONAL CENTER	COUNTIES SERVED
NORTH LOS ANGELES COUNTY REGIONAL CENTER 14602 Victory Boulevard Van Nuys, CA 91411 (213) 997-1311	Health Districts of Los Angeles County: East Valley, San Fernando and West Valley
REGIONAL CENTER OF ORANGE COUNTY Central Towers, Union Bank Square 500 South Main Orange, CA 92668 (714) 973-1999	Orange County
SAN DIEGO REGIONAL CENTER 8001 Frost Street San Diego, CA 92123 (714) 292-2996	Imperial and San Diego Counties
SAN GABRIEL VALLEY REGIONAL CENTER 1373 E. Center Court Drive Covina, CA 91724 (213) 966-4417	Health Districts of Los Angeles County: El Monte, Monrovia and Pomona
SOUTH CENTRAL LOS ANGELES REGIONAL CENTER 2160 West Adams Boulevard Los Angeles, CA 90018 (213) 734-1884	Health Districts of Los Angeles County: Compton, San Antonio, South, Southeast and Southwest
TRI-COUNTIES REGIONAL CENTER 222 East Canon Perdido Santa Barbara, CA 93101 (805) 963-6717	San Luis Obispo, Santa Barbara and Ventura Counties
VALLEY MOUNTAIN REGIONAL CENTER 850 North Hunter Street Stockton, CA 95202 (209) 948-0636	Amador, Calaveras, San Joaquin, Stanislaus and Tuolumne Counties
WESTERN REGIONAL CENTER 11300 South La Cienega Blvd. Suite 500 Inglewood, CA 90304 (213) 670-7715	Health Districts of Los Angeles County: Inglewood and Santa Monica-West

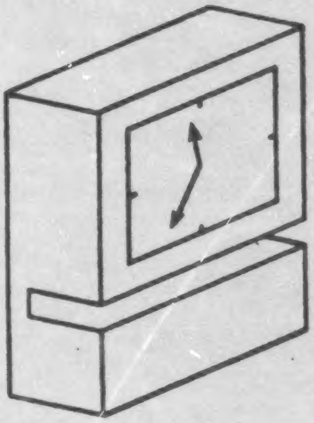
- VOCATIONAL EDUCATION FOR THE HANDICAPPED
  Gail Zittel, Consultant
  Office of Special Education
  California State Department of Education
  721 Capitol Mall, 6th Floor
  Sacramento, CA 95814
  (916) 323-4777 or 323-4763

  For information on grants through the Education For All Children Act, P.L. 94-142, and other legislation administered by the U.S. Office of Special Education.

VOCATIONAL EDUCATION FOR THE SEVERELY HANDICAPPED

SECTION V

ADULT VOCATIONAL PROGRAMS
FOR SEVERELY HANDICAPPED
INDIVIDUALS IN CALIFORNIA



P.A.C.E.

ADULT VOCATIONAL PROGRAMS
FOR SEVERELY HANDICAPPED INDIVIDUALS
WITHIN CALIFORNIA

This section provides information pertaining to the adult vocational programs for severely handicapped individuals in California. The section is divided into:

- Definitions of Programs
- Definitions of Services
- Index of Sheltered Workshops by SERN Region
- Comprehensive Listing of Adult Vocational Programs for Severely Handicapped Individuals by SERN Region

DEFINITIONS OF PROGRAMS AND SERVICES*

Programs

Workshop. In a rehabilitation workshop, the staff, according to individualized client plans, selects work assignments, manipulates the work environment, and applies supportive professional services to help vocationally handicapped persons to achieve and maintain satisfactory and satisfying job performance in competitive employment, if possible, or extended sheltered employment, if needed.

Work Activities Center. A workshop or physically separated department of a workshop having an identifiable program whose major purpose is to provide long-term personal and social development in a work environment for those disabled persons with inconsequential productive capacity in order to evaluate and improve their rehabilitation potential.

Activity Center. Activity centers have goals similar to those of many Work Activity Centers. That is, the goals of these centers include: (1) developing personal independent living skills with regard to the activities of daily living at home and in the community; (2) promoting social adjustment to home and community living situations; (3) providing life enriching and personally satisfying experiences, such as group belonging, personal achievement, recreational activities, community service activities, etc. But these centers do not use paid work experiences as an educational or therapeutic modality. They are also often called developmental centers or day care centers.

Comprehensive Rehabilitation Center. Defined as "a facility providing both inpatient and outpatient rehabilitation services which include under one management: medical, psychological, social, and vocational services, and in which all medical and related health services are prescribed by, or under the formal supervision of persons licensed to practice medicine or surgery in the State."

Independent Living Program. Independent living programs are programs initiated and operated by disabled persons to provide supportive services needed by persons with severe handicaps to participate actively in community life. Such self-help groups offer basic services as: (1) financial aid counseling; (2) provision of registeries of attendants, readers for the blind, and interpreters for the deaf; (3) mobility services such as wheelchair repair, van and bus transport, removal of architectural barriers; (4) housing services which identify accessible housing facilities and train persons to use them; and (5) other services promoting and enabling mainstreaming.

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*Adapted from Department of Rehabilitation, Facilities Inventory.

Services

Prevocational Training. Through individual and group instruction and/or counseling, the controlled use of varied activities, and the application of special behavior modification techniques, clients/patients are helped to: (1) develop physical and emotional tolerance for work demands and pressures; (2) acquire personal-social behaviors which would make them acceptable employees and co-workers on the job; and (3) develop the basic manual, academic, and communication skills needed to acquire basic job skills.

Vocational Counseling. A qualified counselor provides individual and group counseling and guidance services which help clients/patients choose, prepare for, enter into, and progress within suitable occupations.

Vocational Evaluation-Work Sample Testing Approach. Under standardized testing conditions, tested by a qualified Vocational Evaluator, clients/patients perform selected tasks using identical or similar materials, tools, and equipment found in community occupations or job families in order to assess their specific work skills, occupational potentials, and vocational interests.

Vocational Evaluation-Work Tryout Approach. Under the supervision of a qualified Vocational Evaluator, clients/patients are assigned in a purposeful and controlled manner to real work stations and job roles within workshop or community employment settings to observe and assess their ability to meet the physical, mental, social, and emotional demands of realistic work environments (production pressures, supervisor and co-worker relationships, work rules, etc.) as well as to meet the skill requirements of specific job tasks.

Work Adjustment. Using work, a realistic work environment, and special training and guidance services, a qualified Vocational Specialist works with clients and facility staff members to help clients develop appropriate work attitudes and habits and acquire specific personal-social skills related to maintaining employability.

Work Experience. Providing controlled work experiences for limited periods, facility staff helps clients further increase their basic work skills and improve their endurance and speed until job placement can occur.

Employment Preparation Training. Through individual and group instruction based upon planned curriculum, facility staff help clients/patients gain job seeking skills, including job searching, grooming, filling out employment applications, and participating in employment interviews.

Job Placement. Involves services of specialists to identify and cultivate job placement possibilities of clients in the community, bring suitable clients and employers together, and offer follow-up support. (Vocational Counselor may do job placement on part-time basis.)

Extended Employment. Provides sheltered employment for clients who have adjusted to sheltered work requirements, but who cannot yet obtain or adjust to competitive employment.

Vocational Training. Services which help clients acquire marketable skills in a specific occupation through an organized and systematic instructional program conducted by qualified vocational instructors.

INDEX OF SHELTERED WORKSHOPS, WORK ACTIVITY CENTERS, AND OTHER VOCATIONAL FACILITIES BY CITY AND SERN REGION

CITY	NAME OF FACILITY
ANAHEIM	Orange County Association for Retarded Citizens, Helen Nelson Center
APPLE VALLEY	J.O.B. WORKSHOP
ARROYO GRANDE	Functional Living Program of Arroyo Grande
ATWATER	Kings View Work Experience Center
AVILA BEACH	Functional Living Program of Avila Beach
BAKERSFIELD	Bakersfield Association for Retarded Citizens
	Goodwill Industries of Southern California, Bakersfield Branch
BALDWIN PARK	Kinneloa Mesa Gardens, Inc.
BASSETT	San Gabriel Valley Training Center
BEAUMONT	Pass Resource Center
BELMONT	San Mateo County - Vocational Rehabilitation Services Center
BERKELEY	Alameda County Association for the Mentally Retarded - Berkeley Center
BISHOP	Creative Workshop
BLYTHE	Palo Verde Association for Retarded Citizens
BURBANK	Nova Opportunity Center
BURLINGAME	Easter Seal Society of San Mateo County
	Easter Seal Society of San Mateo County, Workshop
CAMARILLO	Camarillo State Hospital Work Training Center
	Ventura County Association for the Retarded, Inc.
	VCAR (Ventura County Association of the Retarded, Inc.) Industrial Workshop
CHICO	Work Training Center for the Handicapped, Inc.

CITY	NAME OF FACILITY
CHULA VISTA	San Diego County Association for the Retarded, Starlight Center
COMPTON	Mid-Cities Community Rehabilitation Center
COVINA	Valley Light Industries, Inc.
	Community Rehabilitation Training Center
CRESCENT CITY	Coastline Enterprises (Del Norte Association for the Retarded)
DELANO	Delano Association for Developmentally Disabled/Education and Training Center
DINUBA	Tulare County Training Center for the Handicapped, Dinuba Work Activity Center
DOWNEY	Southeast Work Training Center
EL CAJON	Grossmont Work Training Center
	San Diego County Association for the Retarded, Angels Unaware Center
EL CENTRO	Imperial County Work Training Center, Inc.
ELDRIDGE	Sunrise Industries (Sonoma State Hospital)
EUREKA	Redwoods United, Inc.
FONTANA	Fontana Rehabilitation Workshop Industrial Support Systems
FORT BRAGG	Cypress Street Center
FOUNTAIN VALLEY	California Elwyn Institute (FKA) Elwyn-California Rehabilitation Center
FREMONT	Alameda County Association for the Mentally Retarded - Dawn Workshop
FRESNO	Fresno Association for the Mentally Retarded, Fresno Production Center Dept.
	Fresno Association for the Mentally Retarded, Kelso Activity Center and Prevocational Dept.

CITY	NAME OF FACILITY
FRESNO	Fresno Association for the Mentally Retarded, Kelso Southeast Dept.
	Fresno Association for the Mentally Retarded, Kelso West
	Fresno Association for the Mentally Retarded, Off-Site Services Dept.
	Goodwill Industries of San Joaquin Valley, Inc., Fresno Unit
	United Cerebral Palsy of Central California
	Work Opportunity Center (Fresno County Mental Health)
GARDEN GROVE	Dayle McIntosh Center for the Disabled
GARDENA	Southwest Industries
	The Los Angeles Workshop, Inc.
GILROY	Hope Rehabilitation Services - Gilroy Rehabilitation Center
GLENDALE	Self-Aid Workshop
GRASS VALLEY	Nevada County Community Workshop
HANFORD CITY	Kings Rehabilitation Workshop, Inc.
HAYFORK	Trinity County Opportunity Center for Handicapped, Inc.
HAYWARD	Alameda County Association for the Mentally Retarded - Walpert Workshop
HOLLISTER	Hope Rehabilitation Services Workshop Without Walls
JAMESTOWN	Work Activities for Tuolumne County Handicapped (WATCH)
JOSHUA TREE	Foundation for the Retarded of the Desert Morongo Basin Work Activity Center
LAKESIDE	Home of Guiding Hands
LA MESA	Hallelujah Corporation
LANCASTER	Antelope Valley Association for Retarded - Desert Haven

CITY	NAME OF FACILITY
LA PUENTE	San Gabriel Valley Training Center and Workshop for the Handicapped
	Valley Vocational Center - Rehabilitation Services Workshop
LIVERMORE	Alameda County Association for the Mentally Retarded - Twin Valley Enterprises
LOMA LINDA	Loma Linda University Department of Occupational Therapy
LONG BEACH	Community Rehabilitation Industries
	Hillside Enterprises
	Purple Heart Veterans Rehabilitation Training Center
	Wightman Memorial Goodwill Industries
LOS ANGELES	Asian Rehabilitation Services, Inc.
	Barrio Industries for the Handicapped
	EPI-HAB L.A., Inc.
	Goodwill Industries of Southern California
	Handcraft Industries, Inc.
	Lawrence L. Frank Workshop of the CCS of L.A. County, Inc.
	PAR Services Central
	PAR Services Vermont
	Portals House, Inc.
	Project Rehabilitation, Inc.
	Rehabilitation Center - White Memorial Medical Center
	Willing Workers for the Mentally Retarded
MADERA	Heartland Opportunity Center
MANTECA	Manteca Handi-C.A.P.S. Center

CITY	NAME OF FACILITY
MERCED	New Hope Workshop
MILL VALLEY	Marin Community Workshop, Inc.
MISSION VIEJO	Saddleback Community Enterprises, Inc.
MODESTO	Howard Training Center
	Stanislaus Center for Adult Physically Disabled - U.C.P.A.
MONROVIA	R.C.A. Industries
MONTCLAIR	Pomona Valley Workshop
MT. SHASTA	Siskiyou Opportunity Center
MOUNTAIN VIEW	Hope Rehabilitation Services Mountain View Rehabilitation Workshop
NAPA	Napa Valley Activity Center
	Napa Valley P.S.I., Inc.
NORTH HOLLYWOOD	Build Rehabilitation Industries
NORTHRIDGE	Vocational Services Northridge Hospital Foundation
OAKLAND	Alameda County Association for the Mentally Retarded - Mobile Services Unit
	Alameda County Association for the Mentally Retarded - Oakland Workshop
	Cerebral Palsy Center for the Bay Area
	Goodwill Industries of the Greater East Bay
ONTARIO	OPARC Diversified Industries
ORANGE	Rehabilitation Institute of Orange County
ORLAND	Glenn County Sheltered Work Activity Center
OROVILLE	Feather River Opportunity Center
PACIFIC GROVE	Gateway Center
	Handicapped Activities Unlimited
PALM DESERT	Foundation for the Retarded of the Desert Fetch Center

CITY	NAME OF FACILITY
PALO ALTO	Community Association for Retarded
PANORAMA CITY	Goodwill Industries of Southern California
PASADENA	Foothill Workshop for the Handicapped, Inc.
	New Opportunity Workshops, Inc.
	Villa Esperanza
PETALUMA	Casa Grande Center
PITTSBURG	Contra Costa Association for the Mentally Retarded, Work Training Center - East
	Many Hands, Inc.
PLACERVILLE	Mother Lode Rehabilitation Enterprises, Inc. (M.O.R.E.)
PLEASANT HILL	Contra Costa County Association for the Mentally Retarded, Work Training Center - Central
	Mount Diablo Rehabilitation Centers
POMONA	Casa Colina Industries and Career Development Center
	Community Skills Training Center/Lanterman State Hospital
PORTERVILLE	Porterville Sheltered Workshop
RED BLUFF	Tehama County Opportunity Center, Inc.
REDDING	Shasta County Welfare Department Shasta County Opportunity Center
REDLANDS	Career Training Center
REDWOOD CITY	Kainos Home and Training Center - Vocational Training Program
REEDLEY	Fresno Association for the Mentally Retarded - Kelso Southeast Dept.
RICHMOND	Contra Costa County Association for the Mentally Retarded, Work Training Center - West

CITY	NAME OF FACILITY
RIO DELL	Sequoia Crafts II Humboldt County Association for the Retarded
RIVERSIDE	Easter Seal Society of Riverside
ROHNERT PARK	North Bay Industries
ROSEVILLE	Placer Association for the Retarded - Roseville Activity Center
	Placer Rehabilitation Industries (P.R.I.D.E.)
SACRAMENTO	Goodwill Industries of the Sacramento Valley, Inc.
	Opportunities for Handicapped, Inc.
	Sacramento Rehabilitation Facility
SALINAS	Salinas Valley Workshop
SAN BERNARDINO	Goodwill Industries of the Inland Counties
	San Bernardino Area Association for the Retarded
SAN DIEGO	Able-Disabled Advocacy, Inc.
	Goodwill Industries of San Diego County
	San Diego County Association for the Retarded - Arrow Center
	San Diego County Association for the Retarded - Arrow Services
	San Diego County Association for the Retarded - North Shores Center
	San Diego State University Rehabilitation Center
	Sharp Rehabilitation Center
SAN FRANCISCO	Disabled Employees Rehabilitation, Inc.
	Goodwill Industries of San Francisco
	SFARC (San Francisco Aid to Retarded Citizens) Richmond/Brooks Education Center
	San Francisco Community Rehabilitation Workshop, Inc.

CITY	NAME OF FACILITY
SAN FRANCISCO	Toolworks, Inc.
SAN JOSE	Agnews Sheltered Workshop
	Goodwill Industries of Santa Clara County
	Hope Rehabilitation Services Parkmoor/Lonus Rehabilitation Centers
	Hope Rehabilitation Services Adult Development Center
SAN LEANDRO	Alameda County Association for the Mentally Retarded - San Leandro Center
SAN LUIS OBISPO	Achievement House, Inc.
SAN MATEO	Poplar Center
SANTA ANA	Goodwill Industries of Orange County
	Orange County Association for Retarded Citizens - Stylianou Center
SANTA BARBARA	Devereux Foundation in California Vocational Rehabilitation Department
	Santa Barbara Council for the Retarded Alpha Training Center
	Work, Inc.
	Work Training Program, Inc.
SANTA CLARA	Jack Douglas Vocational Center
SANTA CRUZ	Goodwill Industries of Santa Cruz, Monterey and San Luis Obispo Counties
	Skills Center
SANTA FE SPRINGS	PAR Services - Eastside
SANTA MARIA	North Santa Barbara County Rehabilitation Center
SANTA MONICA	PAR Services - Westside
SANTA ROSA	Cleveland Avenue Center - SCOR

CITY	NAME OF FACILITY
SANTA ROSA	Goodwill Industries of the Redwood Empire
	Manual Skills Training Center
	Redwood Empire Industries
SAUGUS	Pleasantview Achievement Center
SEPULVEDA	San Fernando Valley Association for the Retarded (New Horizons Work Activity Center)
SIMI VALLEY	Community Help Center/VCAR Enterprises (Ventura County Association for the Retarded)
SONOMA	Sonoma Valley Center
SOUTH EL MONTE	Lincoln Training Center
STOCKTON	Goodwill Industries of San Joaquin Valley, Inc., Stockton Unit
	San Joaquin Association for Retarded/Valley Rehabilitation Industries
	San Joaquin County Mental Retardation Center
	Stockton State Hospital - Vocational Training Program
SUNLAND	Tierra Del Sol Center for the Handicapped
SUNNYVALE	Hope Rehabilitation Center Hope-De Anza (Sunnyvale) Rehabilitation Center
TAFT	Westside Training Center for Retarded Citizens
TERRA BELLA	Good Shepherd Home Work Activities Center
TULARE	Tulare County Training Center for the Handicapped
UKIAH	Ukiah Valley Rehabilitation Workshop Ukiah Valley Association for the Retarded
VALLEJO	Solano Workshop Services

CITY	NAME OF FACILITY
VISALIA	Tulare County Training Center for the Handicapped Sequoia Evaluation Center
	Tulare County Training Center for the Handicapped Visalia Work Activity Center
VISTA	North County Association for the Retarded
WASCO	Wasco Association for the Developmentally Disabled, Inc.
WHITTIER	Penn Rehabilitation Center
	Whittier YMCA
WOODLAND	Yolo County Sheltered Workshop, Inc.
WOODLAND HILLS	Work Training Program, Inc.
YUBA CITY	Gateway Projects, Inc.

COMPREHENSIVE LISTING OF
ADULT VOCATIONAL PROGRAMS
FOR THE SEVERELY HANDICAPPED IN CALIFORNIA

SERN REGION I

IMPERIAL COUNTY WORK TRAINING CENTER, INC.

361 EAST HI-WAY 80 (P.O. BOX 2166)
EL CENTRO (IMPERIAL COUNTY) 92243

REFERRAL CONTACT
Marty Paulsen, Outreach/
Intake Worker
(714) 352-6181
Wheelchair Accessible Program

PROGRAM TYPE: Work Activities Center

SERVICES PROVIDED (Negotiated Fee Noted By *)
- Vocational Counseling*
- Employment Preparation Trng.*
- Prevocational Trng.*
- Work Adjustment*
- Voc. Eval. - Work Tryout*
- Work Experience*

Voc. Trng.: Upholstery, Furniture Refinishing, Cabinetry, Waiter/Waitress, Bus Boy, Cook's Assistant, Dishwasher, Groundsman, Cashier

Voc. Eval.: Work Sampling - JEVS, COATS, Valpar, In-House Samples
Psych. Testing - COPS and Hall Vocational Interest/Inventories

BUSINESS CAPABILITIES OF SHOP
- Upholstering
- Gardening/Grounds Maint.
- Renovation/Sales Donated Furniture
- Paint & Varnish Spraying
- Food Services (Lunch Cafe)
- Woodworking/Wood Products
- Furniture Repair/Refinishing
- Machine Sewing
- Janitorial/Housekeeping
- Antique Restoration

CLIENT WORK EXPERIENCES AVAILABLE (11 Assignments Available). Examples:
- Varnishing
- Janitor
- Reupholstering
- Waiter/Waitress
- Sanding

ORANGE COUNTY ASSOC. FOR RETARDED CITIZENS

HELEN NELSON CENTER
1809 ORANGETHROPE PARK
ANAHEIM (ORANGE COUNTY) 92801

REFERRAL CONTACT
Arnold Garlick III, Counselor
(714) 992-4670
Wheelchair Accessible Program

PROGRAM TYPE: Work Activities Center

SERVICES PROVIDED
- Prevocational Trng.
- Social Services
- Work Adjustment
- Work Experience
- Extended Employment
- Independent Living Skills Trng.
- Voc. Eval. - Work Tryout

Voc. Eval.: Work Sampling - In-House Samples, Health Education Class (Sex Education)

BUSINESS CAPABILITIES OF SHOP
- Hand Assembly
- Electric/Electronic Assembly
- Salvage/Recycling
- Janitorial/Housekeeping
- Hand & Machine Packaging
- Metal Machining & Deburring
- Clerical/Typing/Mailing

ORANGE COUNTY ASSOC. (cont'd)

CLIENT WORK EXPERIENCES AVAILABLE (8 Assignments Available). Examples:

Hand Assembler
Metal Deburring
Box Packaging
Collating
Skin Packaging
Shrink Packaging
Electronic Assembler
Hot Gun Gluing

CALIFORNIA ELWYN INSTITUTE (FKA)
ELWYN - CALIF. REHABILITATION CENTER
18325 MT. BALDY CIRCLE
FOUNTAIN VALLEY (ORANGE COUNTY) 92708

REFERRAL CONTACT
Ronald C. Hendrix, Ph.D., Director Rehabilitation Services
Kathy Andersen, Rehabilitation Counselor
(714) 557-6313
Wheelchair Accessible Program

PROGRAM TYPE: Workshop, Work Activities Center

SERVICES PROVIDED

Vocational Counseling
Vision Screening
Voc. Eval. - Work Tryout
Job Placement
Prevocational Trng.
Hearing Screening
Work Adjustment
Work Experience
Independent Living Skills Trng.
Rehab. Counseling
Employment Prep. Trng.
Job Readiness Clinic

Voc. Eval.: Work Sampling - Tower, Valpar, McCarron-Dial WES, In-House Samples

Voc. Trng.: Machine Intensive Training

BUSINESS CAPABILITIES OF SHOP

Hand Assembly/Mechanical
Labeling
Bulk Mailing
Collating
Sorting
Hand and Machine Packaging
Metal Machining/Deburring
Stapling
Electric/Electronic Assembly
Packaging
Envelope Stuffing
Inspection

CLIENT WORK EXPERIENCES AVAILABLE (21-25 Assignments Available). Examples:

Dial Press Operators
Mechanical Assembly
Collating Payroll Checks
Assembling Electronic Wire Harnesses
Shrink Wrapping & Vacuum Packing

DAYLE MCINTOSH CENTER FOR THE DISABLED
8100 GARDEN GROVE BLVD.
GARDEN GROVE (ORANGE COUNTY) 92644

REFERRAL CONTACT
Employment & Assessment:
Georganne Yarger
(714) 392-7070

SERVICES OFFERED

Basis Services

Information & Referral
Public Education
Housing Registry

DAYLE MCINTOSH CENTER (cont'd)

SERVICES OFFERED (cont'd)

- Prevocational Assessment
- Advocacy
- Attendant Registry
- Ombudsman Program
- New Directions (Newsletter)
- Telephone Message Service f/t Deaf
- Braille Transcription
- Team of Advocates for Special Kids
- Counseling

Special Services: Group Advocacy

Training and Consultation Services to Community: Offer Training and Consultation to County, City and Private Organizations, Agencies and Corporations. (Fee Schedule is $150.00/day or $15/hr., whichever is greater.)

SADDLEBACK COMMUNITY ENTERPRISES, INC.

25701 TALADRO CIRCLE, SUITE "D"
MISSION VIEJO (ORANGE COUNTY) 92675

REFERRAL CONTACT

Kathy Morris
(714) 837-7280
Wheelchair Accessible Program

PROGRAM TYPE: Workshop, Work Activities Center

SERVICES PROVIDED

- Employment Preparation Trng.
- Job Placement
- Extended Employment
- Prevocational Training
- Work Experience

Other: Adult Education Classes 2 hrs., 4 days/wk. in Independent Living Skills and Academic Skills After Shop Hours

BUSINESS CAPABILITIES OF SHOP

- Hand Assembly
- Clerical/Typing/Mailing Services
- Graphic Arts/Silk Screening
- Hand & Machine Packaging
- Electric/Electronic Assembly

CLIENT WORK EXPERIENCES AVAILABLE (20 Assignments Available). Examples:

- Heat Sealing
- Electronic Testing
- Silk Screening
- Office & Receptionist Work
- Packaging
- Poster Rollers
- Custodial Work
- Plastic Assembly (O.J.T.)
- Electronic Assembly (O.J.T.)
- Food Service Worker

REHABILITATION INSTITUTE OF ORANGE COUNTY

1800 EAST LA VETA AVENUE
ORANGE (ORANGE COUNTY) 92666

REFERRAL CONTACT

Susan Smith, Social Worker
Faye Ashby, Director of Extension Services
(714) 633-7400

PROGRAM TYPE: Rehabilitation Center - Selected Services

SERVICES PROVIDED

- Medical Evaluation
- Medical Management
- Vocational Counseling
- Campe Program

REHABILITATION INSTITUTE (cont'd)

SERVICES PROVIDED (cont'd)
- Occupational Therapy
- Speech Services
- Child Development Program
- Disabled Senior Citizens Rehab./Resoc./Program
- Hearing Services
- Social Services
- Post-Mastectomy Group
- Prevocational Trng.
- Work Adjustment
- Work Experiences
- Job Placement
- Extended Employment
- Physical Therapy
- Voc. Eval. - Work Tryout

GOODWILL INDUSTRIES OF ORANGE COUNTY
5th & FAIRVIEW STREETS
P.O. BOX 417
SANTA ANA (ORANGE COUNTY) 92702

REFERRAL CONTACT
Dave Rinehart, Coordinator of Evaluation
Alex Kaders, Director of Rehabilitation
(714) 547-6301
Wheelchair Accessible Program

PROGRAM TYPE: Workshop & Vocational Education Training Center

SERVICES PROVIDED (Negotiated Fee Noted By *)
- Work Experience*
- Independent Living Skills Trng.
- Voc. Eval. - Work Tryout*
- Employment Preparation Trng.
- Psychological Services
- Vocational Counseling
- Work Adjustment*
- Job Placement
- Social Services
- Prevocational Trng.
- Medical Evaluation
- Extended Employment

Voc. Trng.*: Printing, Small Engine Repair, Machine Shop, Gardening, and Clerical Skills

Voc. Eval.: Work Sampling - Tower, Singer, Valpar
Psych. Testing - Aptitude, Interest, Personality, Dexterity

Other: English Second Language Class

BUSINESS CAPABILITIES OF SHOP
- Furniture Repair/Refinishing
- Clerical/Typing/Mailing Services
- Renovation/Sales Donated Items
- Hand & Machine Packaging
- Hand Assembly
- Upholstering
- Paint Spraying
- Printing Shop Services
- Salvage/Recycling
- Security Guard
- Janitorial/Housekeeping
- Gardening/Ground Maint.

CLIENT WORK EXPERIENCES AVAILABLE (35 Assignments Available.) Examples:
- Truck Helper
- Maintenance
- Driver
- Kitchen Worker
- Sales Cashier
- Janitorial Worker
- Clerical Worker
- Upholstery Worker

ORANGE COUNTY ASSOCIATION FOR RETARDED
CITIZENS - STYLIANOU CENTER
2002 WEST CHESTNUT
SANTA ANA (ORANGE COUNTY) 92703

REFERRAL CONTACT
Tom Seitz, Counselor
Daniel Ball, Counselor Aide
(714) 835-3511
Wheelchair Accessible Program

PROGRAM TYPE: Work Activities Center

SERVICES PROVIDED
- Therapeutic Recreational Services
- Prevocational Training
- Work Experience
- Hearing Services
- Work Adjustment
- Independent Living Skills Trng.
- Extended Employment

Voc. Trng.: Kitchen Trng. Program, Behavior Intervention Program

BUSINESS CAPABILITIES OF SHOP
- Hand & Machine Packaging
- Woodworking/Wood Products
- Metal Fabrication & Assembly
- Janitorial/Housekeeping
- Hand Assembly
- Salvage/Recycling
- Printing Shop Services
- Blister Packaging
- Electric/Electronic Assembly
- Clerical/Typing/Mailing
- Metal Machining & Deburring

CLIENT WORK EXPERIENCES AVAILABLE (10 Assignments Available). Examples:
- Packaging
- Blister Packager
- Bench Worker
- Stapling
- Assembler
- Collating

SAN DIEGO COUNTY ASSOC. FOR THE RETARDED
STARLIGHT CENTER
1280 NOLAN AVENUE
CHULA VISTA (SAN DIEGO COUNTY) 92011

REFERRAL CONTACT
Mary Martin, Social Services Director
Doris M. Blackman, Center Director
(714) 427-7524
Wheelchair Accessible Program

PROGRAM TYPE: Work Activities Center

SERVICES PROVIDED:
- Independent Living Skills Trng.
- Prevocational Trng.
- Work Experience

BUSINESS CAPABILITIES OF SHOP
- Hand Assembly
- Salvage/Recycling
- Metal Fabrication Assembly
- Hand & Machine Packaging
- Metal Machine/Deburring
- Woodworking/Wood Products
- Ceramic Manufacturing

CLIENT WORK EXPERIENCES AVAILABLE (17 Assignments Available). Examples:
- Box Packing
- Drilling
- Spray Painting
- Racquet Stringing
- Collating Printed Material
- Assembly Pipe Threading
- Sorting Drill Bits
- Woodworking
- Packaging
- Deburring
- Ceramics
- Counting
- Bicycle Repair

GROSSMONT WORK TRAINING CENTER
230 JAMACHA ROAD
EL CAJON (SAN DIEGO COUNTY) 92020

REFERRAL CONTACT
Paul Wright, MFCC, Intake Evaluator
(714) 440-5011
Wheelchair Accessible Program

PROGRAM TYPE: Work Activities Center

SERVICES PROVIDED
- Voc. Eval. - Work Tryout
- Prevocational Training
- Employment Preparation Trng.
- Independent Living Skills Trng.
- Occupational Therapy
- Vocational Counseling
- Work Adjustment
- Social Services
- Psychological Services
- Job Placement

Voc. Eval.: Work Sampling - JEVS, Valpar, McCarron-Dial, MDC Work Samples
Psych. Testing - WAIS, PEABODY

Other: Family Counseling

BUSINESS CAPABILITIES OF SHOP
- Metal Fabrication & Assembly
- Electric/Electronic Assembly
- Metal Machining & Deburring
- Hand Assembly
- Paint Spraying
- Janitorial/Housekeeping
- Hand & Machine Packaging
- Clerical/Typing/Mailing
- Woodworking/Wood Products

CLIENT WORK EXPERIENCES AVAILABLE (4 Assignments Available). Examples:
- Blister/Shrink/Bubble Packers
- Shipping Crate Assemblers
- Electronic Assembler
- Laundry Operators

SAN DIEGO COUNTY ASSOCIATION FOR THE RETARDED -ANGELS UNAWARE CENTER
1374 E. LEXINGTON
EL CAJON (SAN DIEGO COUNTY) 92021

REFERRAL CONTACT
Marty Martin, Social Services Director
(714) 444-9417
Wheelchair Accessible Program

PROGRAM TYPE: Work Activities Center

SERVICES PROVIDED
- Social Services
- Independent Living Skills Trng.

BUSINESS CAPABILITIES OF SHOP
- Hand Assembly
- Woodworking/Wood Products
- Ceramic Manufacturing
- Hand & Machine Packaging
- Printing Shop Services
- Graphic Arts/Silk Screening
- Salvage/Recycling

CLIENT WORK EXPERIENCES AVAILABLE (6 Assignments Available). Examples:
- Printed Material Collators
- Box Packers
- Racquet Stringers
- Radial Arm Saw Operators
- Drill Pressers
- Pneumatic Staplers

HALLELUJAH CORPORATION
8808 LA MESA BLVD.
LA MESA (SAN DIEGO COUNTY) 92041

REFERRAL CONTACT
A. L. Fillipponi, Executive Director
(714) 464-2085

PROGRAM TYPE: Workshop

SERVICES PROVIDED
- Work Experience
- Work Adjustment
- Job Placement

Voc. Trng.: Food Preparation Service, Doughnut Making, Hotel/Motel Housekeeping Service

BUSINESS CAPABILITIES OF SHOP
- Food Preparation Services
- Hotel/Motel Housekeeping Services

Proprietary Products: Doughnuts

CLIENT WORK EXPERIENCES AVAILABLE (5 Assignments Available). Examples:
- Doughnut Manufacturing:
  - Doughnut Making
  - Doughnut Frying
  - Doughnut Icing
- Counter Sales Clerk
- Kitchen Helper
- Hotel/Motel Housekeeping

HOME OF GUIDING HANDS
10025 LOS RANCHITOS ROAD
LAKESIDE (SAN DIEGO COUNTY) 92040

REFERRAL CONTACT
Bonnie Raedisch
(714) 448-3700
Wheelchair Accessible Program

PROGRAM TYPE: Work Activity Program (Residential Only)

SERVICES PROVIDED
- Independent Living Skills Trng.
- Job Training
- Prevocational Trng.

CLIENT WORK EXPERIENCES AVAILABLE
- Ceramics
- Gardening
- Assembly
- Sorting

ABLE-DISABLED ADVOCACY, INC.
861 6TH AVENUE, SUITE 610
SAN DIEGO (SAN DIEGO COUNTY) 92101

REFERRAL CONTACT
Romy Crena, Employment Counselor Specialist, Mainstream
Elaine Cooluris, Project Administrator, H.I.R.E.D.
(714) 234-3138
Wheelchair Accessible Program

PROGRAM TYPE: Employment & Training Services f/t Disabled

SERVICES PROVIDED
- Voc. Eval. - Work Tryout
- Employment Preparation Trng.
- Voc. Counseling
- Prevocational Trng.
- Work Experience
- Work Adjustment
- Social Services
- Job Placement

ABLE-DISABLED ADVOCACY (cont'd)

BUSINESS CAPABILITIES OF SHOP

- Clerical/Typing/Mailing Services
- Photography
- Printing Shop Services
- Editorial Duties
- Graphic Arts/Silk Screening
- Writing

CLIENT WORK EXPERIENCES AVAILABLE (100 Assignments Available). Examples:
Employment Opportunities are Developed Throughout the Private Sector

GOODWILL INDUSTRIES OF SAN DIEGO COUNTY
402 FIFTH AVENUE
SAN DIEGO (SAN DIEGO COUNTY) 92101

REFERRAL CONTACT
Personnel Director
(714) 232-6781
Wheelchair Accessible Program

PROGRAM TYPE: Workshop

SERVICES PROVIDED

- Medical Evaluation
- Vocational Counseling
- Extended Employment
- Work Experience

Voc. Eval.: Work Sampling - In-House Samples
Psych. Testing - Wonderlic Personnel Test, Gordon Occupational Check List, 100 Sentence Completion

BUSINESS CAPABILITIES OF SHOP

- Renovation/Sales Donated Items

CLIENT WORK EXPERIENCES AVAILABLE (17 Assignments Available). Examples:

- Power Sewing Machine Operator
- Radio/Phonograph Repairman
- Laundry/Dry Cleaner Operator
- Warehouseman
- Appliance Repairman
- Salvager/Recycler
- Clerical
- Janitorial
- Trucker
- Shipping Operator
- Salesperson
- Kitchen/Cook

SAN DIEGO COUNTY ASSOCIATION FOR THE
RETARDED - ARROW CENTER
3030 MARKET STREET
SAN DIEGO (SAN DIEGO COUNTY) 92102

REFERRAL CONTACT
Mary Jim Martin, Social Services Director
(714) 233-8855
Wheelchair Accessible Program

PROGRAM TYPE: Work Activities Center

SERVICES PROVIDED

- Psychological Services
- Social Services
- Prevocational Trng.
- Independent Living Skills Trng.

BUSINESS CAPABILITIES OF SHOP

- Hand Assembly
- Salvage/Recycling
- Hand & Machine Packaging
- Electric/Electronic Assembly
- Ceramic Manufacturing
- Woodworking/Wood Products
- Clerical/Typing/Mailing Services
- Metal Fabrication Assembly
- Furniture Repair/Refinishing

SAN DIEGO ARROW CENTER (cont'd)

CLIENT WORK EXPERIENCES AVAILABLE (20 Assignments Available). Examples:

- Collating
- Assembly
- Stuffing
- Packaging
- Sorting

SAN DIEGO COUNTY ASSOCIATION FOR THE RETARDED - ARROW SERVICES

7888 OSTROW STREET, SUITES E, F & G
SAN DIEGO (SAN DIEGO COUNTY) 92111

REFERRAL CONTACT
Patricia Medlock, Program Supervisor
(714) 571-0881
Wheelchair Accessible Program

PROGRAM TYPE: Trade Training for all Disabilities

SERVICES PROVIDED

- Vocational Counseling
- Voc. Eval. - Work Tryout
- Work Adjustment
- Social Services
- Prevocation Training
- Employment Preparation Trng.
- Job Placement
- Extended Employment

Voc. Trng.: Custodial, Grounds Maintenance

Voc. Eval.: Work Sampling - S.P.I.B.

SAN DIEGO COUNTY ASSOC. FOR THE RETARDED NORTH SHORES CENTER

7322 CONVOY COURT
SAN DIEGO (SAN DIEGO COUNTY) 92111

REFERRAL CONTACT
Mary Jim Martin, Social Service Director
(714) 278-1320
Wheelchair Accessible Program

PROGRAM TYPE: Work Activities Center

SERVICES PROVIDED

- Social Services
- Work Experience
- Academic Trng.
- Prevocational Trng.
- Independent Living Skills Trng.
- Physical Fitness
- Employment Preparation Trng.
- Music Therapy

Voc. Trng.: Janitorial Trng., Clerical Trng.

Voc. Eval.: Work Sampling - Arts and Crafts, Prevocational Trng.

BUSINESS CAPABILITIES OF SHOP

- Hand Assembly
- Ceramic Manufacturing
- Salvage/Recycling
- Paint Spraying
- Racquet Stringing
- Metal Fabrication & Assembly
- Hand & Machine Packaging
- Electric/Electronic Assembly
- Printing Shop Services
- Clerical/Typing/Mailing Services
- Janitorial/Housekeeping
- Woodworking/Wood Products
- Furniture Repair/Refinishing
- Graphic Arts/Silk Screening

CLIENT WORK EXPERIENCES AVAILABLE (10 Assignments Available). Examples:

- Sorting
- Metal Work
- Collating
- Weighting
- Drilling
- Counting
- Woodwork
- Packaging
- Janitorial
- Clerical

SAN DIEGO STATE UNIVERSITY REHABILITATION CENTER
6363 ALVARADO COURT, SUITE 103
SAN DIEGO (SAN DIEGO COUNTY) 92120

PROGRAM TYPE: Workshop

REFERRAL CONTACT
Mary Lou Harris, Program Director
Suzanne DiPada, Evaluation
Tom Sieqfried, Transition-Placement
(714) 286-1510
Wheelchair Accessible Program

SERVICES PROVIDED (Negotiated Fee Noted By *)
Vocational Counseling
Extended Employment
Voc. Eval. - Work Tryout
Prevocational Trng.
Employment Prep. Trng.*
Work Adjustment
Job Placement

Voc. Eval.: Work Sampling* - JEVS, Valpar, Singer, McCarron-Dial WES
Psych. Testing - WAIS, BETA, RAVEN

Other: "World of Work Tours," Client Advocacy, Information Referral and Follow-up Services, Also Case Management Services for Insurance Companies

BUSINESS CAPABILITIES OF SHOP
Hand & Machine Packaging
Salvage/Recycling
Electric/Electronic Assembly
Clerical/Typing/Mailing Services
Hand Assembly

CLIENT WORK EXPERIENCES AVAILABLE (4-6 Assignments Available). Examples:
Stamping
Collating
Book Boxers
Threading
Cutting Brass Rods
Handling Pottery in Basket

SHARP REHABILITATION CENTER - VOCATIONAL SERVICES DEPARTMENT
7901 FROST STREET
SAN DIEGO (SAN DIEGO COUNTY) 92123

PROGRAM TYPE: Hospital Based Vocational Development Center

REFERRAL CONTACT
V. L. Dyas, Rehabilitation Counselor
(714) 292-2269
Wheelchair Accessible Program

SERVICES PROVIDED
Vocational Counselng
Voc. Eval. - Work Tryout
Job Placement
Prevocational Trng.
Work Experience

NORTH COUNTY ASSOCIATION F/T RETARDED
1221 RIDGE ROAD
VISTA (SAN DIEGO COUNTY) 92083

PROGRAM TYPE: Work Activities Center, Activity Center, Services f/t Blind

REFERRAL CONTACT
Carole Broman
(714) 726-2250
Wheelchair Accessible Program

NORTH COUNTY (cont'd)

SERVICES PROVIDED

Prevocational Trng.
Job Placement
Social Services
Work Experience
Employment Preparation Trng.
Independent Living Skills Trng.

Voc. Trng.: Grounds Maintenance, Trucker Helper, Housekeeping

Voc. Eval.: Work Sampling - Valpar, In-House Samples
Psych. Testing - Vocational Picture Evaluation

BUSINESS CAPABILITIES OF SHOP

Hand & Machine Packaging
Ceramic Manufacturing
Janitorial/Housekeeping
Salvage/Recycling
Appliance Repair
Electric/Electronic Assembly
Renovation/Sales Donated Items

CLIENT WORK EXPERIENCES AVAILABLE (42 Assignments Available). Examples:

Store Operation
Shrink Wrapper
Sorting
Truck Driver Helper
Assembler
Ceramic & Macrame Manufacturing
Collating

SERN REGION 2

CREATIVE WORKSHOP
192 EAST PINE STREET
BISHOP (INYO COUNTY) 93514

REFERRAL CONTACT
Kate Taylor, Executive Director
(714) 873-7766

PROGRAM TYPE: Work Activities Center

SERVICES PROVIDED:
- Independent Living Skills Trng.
- Employment Preparation Trng.
- Social Services
- Prevocational Trng.
- Vocational Counseling
- Psychological Services

BUSINESS CAPABILITIES OF SHOP
- Renovation/Sales Donated Items
- Salvage/Recycling
- Janitorial/Housekeeping

BAKERSFIELD ASSOCIATION FOR RETARDED CITIZENS
530 FOURTH STREET
BAKERSFIELD (KERN COUNTY) 93304

REFERRAL CONTACT
Matt Reed, Director of Programs
(805) 327-0921
Wheelchair Accessible Program

PROGRAM TYPE: Workshop, Activity Center, Work Activities Center, Vocational Evaluation-Work Experience

SERVICES PROVIDED
- Occupational Therapy
- Employment Preparation Trng.
- Therapeutic Recreation Services
- Independent Living Skills Trng.
- Vocational Counseling
- Prevocational Trng.
- Work Adjustment
- Extended Employment
- Voc. Eval.
- Job Placement
- Work Experience

Voc. Trng.: Woodshop, Reclamation

Voc. Eval.: Work Sampling - JEVS, Valpar, Revised Beta IQ Aptitude, Academic, Psycho-Motor, and Vocational Interest Testing

BUSINESS CAPABILITIES OF SHOP
- Hand Assembly
- Salvage/Recycling
- Machine Sewing
- Woodworking/Wood Products
- Metal Fabrication Assembly
- Janitorial/Housekeeping
- Metal Machining/Deburring
- Gardening/Grounds Maint.
- Renovation/Sales Screening
- Hand & Machine Packaging

CLIENT WORK EXPERIENCES AVAILABLE (13 Assignments Available). Examples:
- Hydraulic Press Operator
- Quality Control
- Shredding Machine Operator
- Power Sewing Machine Operator
- Fork-Lift Tractor Operator
- Manual Assembler
- Paper Cutting Machine Operator
- Electric Saw Operator

GOODWILL INDUSTRIES OF SOUTHERN CALIFORNIA

BAKERSFIELD BRANCH
901 SACRAMENTO STREET
BAKERSFIELD (KERN COUNTY) 93305

REFERRAL CONTACT
Norris Frohow, Branch Manager
(805) 324-9656
Wheelchair Accessible Program

PROGRAM TYPE: Workshop

SERVICES PROVIDED
- Work Experience
- Extended Employment
- Job Placement
- Work Adjustment
- Medical Evaluation (Referred to Outside Medical Facility)
- Employment Preparation Trng.

BUSINESS CAPABILITIES OF SHOP
- Salvage/Recycling
- Janitorial/Housekeeping
- Renovation/Sales Donated Items
- Steam Pressing
- Furniture Repair/Refinishing
- Appliance Repair
- Laundry (Washing, Drying, Pressing)

CLIENT WORK EXPERIENCES AVAILABLE (10 Assignments Available). Examples:
- Janitorial/Custodial
- Furniture Repair
- Appliance Repair
- Pricing
- Laundry (Washing, Drying, Pressing)
- Rag Cutter
- Clothes Sorting
- Sales Clerk
- Steam Pressing
- Boxing
- Cash Register Operation
- Houseware Sorting
- Upholstery
- Sales Clerk

DELANO ASSOCIATION FOR THE DEVELOPMENTALLY DISABLED/EDUCATION & TRAINING CENTER

1725 INYO STREET
DELANO (KERN COUNTY) 93215

REFERRAL CONTACT
Mauna Morris, Executive Director
Nancy Fiorini, Program Director
(805) 725-3992
Wheelchair Accessible Program

PROGRAM TYPE: Activities Center

SERVICES PROVIDED (Negotiated Fee Noted By *)
- Employment Preparation Trng.
- Independent Living Skills Trng.*
- Testing in Reading, Language, and Math Skills

Voc. Trng.: Park Maintenance

WESTSIDE TRAINING CENTER FOR RETARDED CITIZENS

204 VAN BUREN
TAFT (KERN COUNTY) 93268

REFERRAL CONTACT
Janet S. Fishburn
(805) 765-7767
Wheelchair Accessible Program

PROGRAM TYPE: Activity Center

WESTSIDE TRAINING CENTER (cont'd)

SERVICES PROVIDED
- Prevocational Training
- Work Adjustment
- Work Experience
- Independent Living Skills Trng.
- Job Placement
- Voc. Eval. - Work Tryout
- Employment Prep. Trng.
- Therapeutic Recreation Services

WASCO ASSOC. FOR THE DEVELOPMENTALLY DISABLED, INC.

1330 "F" STREET, P.O. BOX 464
WASCO (KERN COUNTY) 93280

REFERRAL CONTACT
Thomas C. Stevens, Director
Billy Keener, Client Program Manager
(805) 758-3477

PROGRAM TYPE: Activity Center

SERVICES PROVIDED
- Vocational Counseling
- Prevocational Training
- Work Experience
- Social Services
- Work Adjustment
- Independent Living Skills Trng.

Voc. Trng.: Teacher Aide, Custodian, Yard Maintenance, Cafeteria Food Service, Retail Sales, General Office Clerical

BUSINESS CAPABILITIES OF SHOP
- Ceramic Manufacturing
- Salvage/Recycling

Other: Cafeteria Food Service

Proprietary Products: Windchimes, Other Ceramics

PASS RESOURCE CENTER

702 EAST 11TH STREET
BEAUMONT (RIVERSIDE COUNTY) 92223

REFERRAL CONTACT
Tanya Martin, Director
(714) 845-3385
Wheelchair Accessible Program

PROGRAM TYPE: Work Activities Center, Activity Center

SERVICES PROVIDED
- Prevocational Trng.
- Extended Employment
- Work Experience
- Independent Living Skills Trng.

Other: Physical Fitness/Recreation, Social Adjustment, Therapeutic Activities, Adult Education

BUSINESS CAPABILITIES OF SHOP
- Hand Assembly
- Hand & Machine Packaging
- Salvage/Recycling
- Clerical/Typing/Mailing Services
- Paper Shredding
- Woodworking/Wood Products
- Janitorial/Housekeeping
- Gardening/Grounds Maint.
- Teachers Aide

CLIENT WORK EXPERIENCES AVAILABLE (7 Assignments Available). Examples:
- Paper Shredder
- Packer
- Assembler
- Gardening/Grounds Maint.
- Salvage/Recycling
- Janitorial/Housekeeping

PALO VERDE ASSOCIATION FOR RETARDED CITIZENS
601 NORTH BROADWAY
BLYTHE (RIVERSIDE COUNTY) 92225

REFERRAL CONTACT
J. T. Hunter, Director
E. C. Cox, Rehab. Counselor
Mrs. Jane Mortensen, Board President
(714) 922-6013
Wheelchair Accessible (Except For Greenhouse)

PROGRAM TYPE: Workshop and Work Activities Center

SERVICES PROVIDED (Negotiated Fee Noted By *)
Vocational Counseling
Work Adjustment
Job Placement
Prevocational Trng.
Work Experience* $215.71/Mo.
Extended Employment

BUSINESS CAPABILITIES OF SHOP
Salvage/Recycling
Gardening/Grounds Maint.
Clerical/Typing/Mailing Services
Hydroponically Grown Vegetables

CLIENT WORK EXPERIENCES AVAILABLE (10 Assignments Available). Examples:
Harvesting Cucumbers
Tree Trimming
Baling
Hoeing
Packaging Produce
Tractor Operator

FOUNDATION FOR THE RETARDED OF THE DESERT
FETCH CENTER
74-020 CHICORY (P.O. BOX 1183)
PALM DESERT (RIVERSIDE COUNTY) 92260

REFERRAL CONTACT
Ted. J. Holt, Adult Services Coordinator
(714) 346-0591

PROGRAM TYPE: Work Activities Center

SERVICES PROVIDED
Social Services
Psychological Services
Job Placement
Work Adjustment
Vocational Counseling
Voc. Eval. - Work Tryout
Voc. Trng.: Window Washing
Extended Employment
Work Experience
Prevocational
Employment Preparation
Independent Living Skills

BUSINESS CAPABILITIES OF SHOP
Hand & Machine Packaging
Window Washing
Salvage/Recycling
Gardening
Hand Assembly
Clerical Training
Collating
Electric/Electronic Assembly
Machine Sewing
Janitorial/Housekeeping

CLIENT WORK EXPERIENCES AVAILABLE (9 Assignments Available). Examples:
Light Assembly
Gardening
Window Washing
Collating & Stapling
Cutting Paper
Kitchen Work
Janitorial
Value Village Assistance
Truck Driver's Assistance
Washing & Ironing Clothes

EASTER SEAL SOCIETY OF RIVERSIDE
21401 BOX SPRINGS ROAD
RIVERSIDE (RIVERSIDE COUNTY) 92507

REFERRAL CONTACT

(714) 683-5600
Wheelchair Accessible Program

PROGRAM TYPE: Workshop

SERVICES PROVIDED

- Voc. Eval. - Work Tryout
- Employment Preparation Trng.
- Extended Employment
- Vocational Counseling
- Prevocational Trng.
- Work Adjustment
- Social Services
- Job Placement
- Work Experience

Voc. Trng.: Bench Assembler, Truck Driver, Clerical Worker, Electronics Assembler, Janitor, Printing, Polisher, Plaster Bonder, Drill Press Worker

Voc. Eval.: Work Sample - Valpar, Singer
Psych. Testing - Differential Aptitude Tests, Revised Beta, Wide Range Achievement Test, Brainard Occupational Preference Inventory

BUSINESS CAPABILITIES OF SHOP

- Metal Fabrication & Assembly
- Clerical/Typing/Mailing Services
- Electric/Electronic Assembly
- Gardening/Grounds Maintenance
- Hand & Machine Packaging
- Woodworking/Wood Products
- Printing Shop Services
- Metal Machining & Deburring
- Salvage/Recycling
- Hand Assembly
- Janitorial

Other: Fork Lift Operator, Truck Driving

CLIENT WORK EXPERIENCES AVAILABLE (21 Assignments Available). Examples:

- Deburring
- Boxing
- Machining
- Heat Sealing
- Janitorial Duties
- Bonding
- Shrink Wrapping
- Sawing
- Taping
- Weighing
- Winding

RIVERSIDE WORK ACTIVITY CENTER
RIVERSIDE COUNTY ASSN. FOR THE RETARDED
5969 ROBINSON AVENUE
RIVERSIDE (RIVERSIDE COUNTY) 92503

REFERRAL CONTACT
Regional
(714) 688-5141
Wheelchair Accessible Program

PROGRAM TYPE: Activity Center, Work Activity Program

SERVICES PROVIDED

- Daily Living Skills
- Prevocational Training
- Adaptive Behaviors
- Social Skills
- Job Training
- Practical Cognitive Skills

Voc. Eval.: McCarron-Dial

CLIENT WORK EXPERIENCES AVAILABLE

- Simple Assembly
- Packaging
- Collating
- Deburring

J.O.B. WORKSHOP
22353 HIGHWAY 18
APPLE VALLEY (SAN BERNARDINO COUNTY) 92307

REFERRAL CONTACT
(714) 247-6416
Wheelchair Accessible Program

PROGRAM TYPE: Work Activities Center

SERVICES PROVIDED
- Voc. Eval. - Work Tryout
- Employment Preparation Trng.
- Job Placement
- Work Adjustment

BUSINESS CAPABILITIES OF SHOP
- Electric/Electronic Assembly
- Hand & Machine Packaging
- Salvage/Recycling
- Clerical/Typing/Mailing Services
- Hand Assembly

CLIENT WORK EXPERIENCES AVAILABLE (9 Assignments Available). Examples:
- Repair Telephone Equipment
- Skin Packaging
- Electronic Equipment Inspector
- Dismantler
- Assembler
- Collating
- Salvager
- Shrink Packaging
- Electronic Solder

FONTANA REHABILITATION WORKSHOP
DBA INDUSTRIAL SUPPORT SYSTEMS
8624 WHEELER AVENUE
FONTANA (SAN BERNARDINO COUNTY) 92335

REFERRAL CONTACT
Sharlene Smith, Rehabilitation Specialist
Ron Robinson, Assistant Director
(714) 823-3404
Wheelchair Accessible Program

PROGRAM TYPE: Workshop and Work Activities Center

SERVICES PROVIDED
- Vocational Counseling
- Extended Employment
- Employment Preparation Trng.
- Work Experience
- Work Adjustment
- Voc. Eval. - Work Tryout
- Job Placement
- Independent Living Skills Trng.
- Voc. Eval. - Work Sampling - McCarron-Dial WES, Valpar and In-House Work Samples

BUSINESS CAPABILITIES OF SHOP
- Hand Assembly
- Woodworking/Wood Products
- Metal Machining/Deburring
- Electric/Electronic Assembly
- Hand & Machine Packaging
- Clerical/Typing/Mailing Services
- Furniture Repair/Refinishing
- Upholstering
- Salvage/Recycling
- Metal Fabrication & Assembly

CLIENT WORK EXPERIENCES AVAILABLE (15 Assignments Available). Examples:
- Electronic Soldering
- Drill Press Operator
- Punch Press Operator
- Inspector
- Skate Board Assembling
- Packaging Machine Operator
- Metal Fabrication & Assemblying
- Box Packing
- Sorting
- Clerk Typing

FOUNDATION FOR THE RETARDED OF THE DESERT
- MORONGO BASIN WORK ACTIVITY CENTER
61-597 TWENTY-NINE PALMS HIGHWAY
P.O. BOX 882
JOSHUA TREE (SAN BERNARDINO COUNTY) 92252

REFERRAL CONTACT
Eileen Wynns
(714) 366-9179

PROGRAM TYPE: Work Activities Center

SERVICES PROVIDED
- Social Services
- Prevocational Training
- Extended Employment
- Employment Preparation Trng.
- Job Placement
- Voc. Eval. - Work Tryout
- Work Adjustment
- Work Experience
- Independent Living Skills Trng.
- Vocational Counseling

BUSINESS CAPABILITIES OF SHOP
- Hand Assembly
- Gardening/Grounds Maintenance
- Ceramic Manufacturing
- Clerical/Typing/Mailing Services
- Electric/Electronic Assembly
- Machine Sewing
- Salvage/Recycling
- Janitorial/Housekeeping

CLIENT WORK EXPERIENCES AVAILABLE (5 Assignments Available). Examples:
- Light Assembly
- Sewing
- Yard Maintenance Service
- Paper Cutting
- Janitorial Work

LOMA LINDA UNIVERSITY
DEPT. OF OCCUPATIONAL THERAPY
LOMA LINDA (SAN BERNARDINO COUNTY) 92354

REFERRAL CONTACT
John Kerr, Occupational Therapy Services
Howard Sulzle, Physical Therapy Services
(714) 796-2311, Ext. 2218
796-7311
Wheelchair Accessible Program

PROGRAM TYPE: Comprehensive Rehabilitation Center

SERVICES PROVIDED
- Medical Evaluation
- Psychological Services
- Occupational Therapy
- Voc. Eval. - Work Tryout
- Driver's Education
- Hearing Services
- Physical Therapy
- Prevocational Trng.
- Speech Services
- Medical Management
- Social Services
- Therapeutic Recreation
- Vocational Counseling

POMONA VALLEY WORKSHOP
4650 BROOKS STREET
MONTCLAIR (SAN BERNARDINO COUNTY) 91763

REFERRAL CONTACT
Bettina Babbitt, Rehabilitation Counselor
(714) 624-3555
Wheelchair Accessible Program
(Contact Rehab. Sec'y for Tour Date & Time)

PROGRAM TYPE: Work Activity Center

SERVICES PROVIDED
- Prevocational Trng.
- Work Adjustment
- Voc. Eval. - Work Tryout
- Extended Employment

POMONA VALLEY WORKSHOP (cont'd)

SERVICES PROVIDED (cont'd)
Course Work Offered:
Janitorial Skills, Introduction to Employability Factors, Remedial Reading, Job Preparation, and Nutrition/Weight Reduction.

BUSINESS CAPABILITIES OF SHOP
Hand Assembly
Woodworking/Wood Products
Metal Machining & Deburring
Hand & Machine Packaging
Electric/Electronic Assembly
Janitorial/Housekeeping

CLIENT WORK EXPERIENCES AVAILABLE (6 Assignments Available). Examples:
Collating
Packaging
Box Packing
Labeling
Hand Assembler

OPARC DIVERSIFIED INDUSTRIES
534 WEST BROOKS STREET
ONTARIO (SAN BERNARDINO COUNTY) 91761

REFERRAL CONTACT
Jack Fuller, Vocational
Coordinator
(714) 986-2001
Wheelchair Accessible Program

PROGRAM TYPE: Workshop

SERVICES PROVIDED
Vocational Counseling
Voc. Eval. - Work Tryout Approach
Work Experience
Job Placement
Extended Employment
Work Adjustment
Employment Preparation Trng.
Social Services (Voc.)

BUSINESS CAPABILITIES OF SHOP
Hand Assembly
Woodworking/Wood Products
Metal Machining & Deburring
Paint Spraying
Hand & Machine Packaging
Electric Assembly
Salvage/Recycling

CLIENT WORK EXPERIENCES AVAILABLE (34 Assignments Available). Examples:
Packaging
Sweeper-Brush Manufacture
Fork-Lift Operators
Machine Operator
Weight-Scale Counting
Desoldering
Power Tool Deburring

CAREER TRAINING CENTER
105 N. TENNESSEE STREET
REDLANDS (SAN BERNARDINO COUNTY) 92373

REFERRAL CONTACT
Gary C. Brady
(714) 792-4817
Wheelchair Accessible Program

PROGRAM TYPE: Vocational Education F/T Handicapped

SERVICES PROVIDED
Voc. Eval. - Work Tryout
Employment Preparation Trng.
Psychological Services
Extended Employment
Work Adjustment
Vocational Counseling
Job Placement

CAREER TRAINING CENTER (cont'd)

SERVICES PROVIDED (cont'd)
Voc. Trng.: Bench Assembly, Commercial Packaging, Janitorial, Industrial Machine Operation, Electronic & Industrial Assembly, Grounds & Building Maintenance

BUSINESS CAPABILITIES OF SHOP
Gardening/Grounds Maintenance
Electric/Electronic Assembly
Metal Fabrication & Assembly
Hand & Machine Packaging
Metal Machining & Deburring
Hand Assembly
Janitorial

CLIENT WORK EXPERIENCE AVAILABLE (8 Assignments Available). Examples:
Packaging Machine Operators
Industrial Janitorial Procedures
Building & Grounds Maintenance
Pneumatic Sealing Equipment
Die Cutting Operations
Inventory Procedures
Bench Assembly
Quality Control

GOODWILL INDUSTRIES OF THE INLAND COUNTIES, INC.
899 W. THIRD STREET
SAN BERNARDINO (SAN BERNARDINO COUNTY) 92402

REFERRAL CONTACT
Devon Allen, Director of Rehabilitation Services
(714) 855-3831
Wheelchair Accessible Program

PROGRAM TYPE: Workshop

SERVICES PROVIDED (Negotiated Fee Noted By *)
Vocational Counseling*
Employment Preparation Trng.*
Independent Living Skills Trng.*
Voc. Eval. - Work Tryout*
Extended Employment*
Job Placement*
Prevocation Trng.
Work Experience*
Work Adjustment*

Other: Counseling on One-To-One Basis*, On-The-Job Training*

Voc. Eval.: Work Sampling - Valpar, MICRO-TOWER, McCarron-Dial, COATS
Psych. Testing - California Occupational Preference System (COPS), AAMD - Reading Free Interest Inventory

BUSINESS CAPABILITIES OF SHOP
Salvage/Recycling
Renovation/Sales Donated Items

CLIENT WORK EXPERIENCES AVAILABLE (26 Assignments Available). Examples:
Steam Machine Operator
Washing Machine/Dryer Operator
TV/Radio/Bicycle Renovator
Furniture Renovator
Maintenance Helper
Shoe Renovator
Sales Clerk
Materials Handler
Janitor
Sorter
Cleaner
Tagger
Inspector
Accounting Clerk
Pricing
Packer
Truck Helper
Food Service Worker
Dock Worker
Appliance Tester

SAN BERNARDINO AREA ASSOC. FOR THE
RETARDED
24554 EAST SIXTH STREET
SAN BERNARDINO (SAN BERNARDINO COUNTY) 92410

PROGRAM TYPE: Work Activities Center,
Activity Center

REFERRAL CONTACT
Nita Burt, Executive Director
Betty Stephens, Program Director
Jack Stephens, Community
Resources Developer
(714) 884-6484
Wheelchair Accessible Program

SERVICES PROVIDED (Negotiated Fee Noted By *)
- Voc. Eval. - Work Tryout
- Therapeutic Recreational Services
- Independent Living Skills Trng.
- Employment Preparation Trng.
- Behavior Modification Program
- Hearing Services*
- Social Services*
- Psychological Services*
- Work Adjustment
- Job Placement
- Speech Services
- Vocational Counseling
- Prevocational Trng.
- Work Experience
- Extended Employment

Voc. Trng.: Macrame & Ceramics

Voc. Eval.: Psych. Testing - Khulmann-Binet, Vineland Social Maturity Scale, Peabody Vocabulary Test, Illinois Test of Psycholinguistic Assessment, Draw-a-Person, Wechsler Adult Intelligence Scale, Bender Gestalt, Slosson Intelligence Test

BUSINESS CAPABILITIES OF SHOP
- Hand & Machine Packaging
- Electric/Electronic Assembly
- Ceramic Manufacturing
- Gardening/Grounds Maintenance
- Hand Assembly
- Janitorial/Housekeeping

Proprietary Products: Macrame & Ceramic Production

CLIENT WORK EXPERIENCES AVAILABLE (20 Assignments Available). Examples:
- Assembly of Electronic Devices
- Die Cutting
- Assembling Victor Tags
- Operating Various Winding Machines
- Stuffing Envelopes
- Skin Packaging
- Janitorial
- Commercial Saw Operator
- Folding
- Blister Packaging
- Grounds Maintenance

SERN REGION 3

KINNELOA MESA GARDENS, INC.
1328 VIRGINIA AVENUE
BALDWIN PARK (LOS ANGELES COUNTY) 91706

REFERRAL CONTACT
Alice Anderson, Rehab. Counselor
(213) 338-9422
Wheelchair Accessible Program

PROGRAM TYPE: Work Activity Center

SERVICES PROVIDED
- Adult Basic Education
- Vocational Skills Training
- Daily Living Skills
- Transportation

CLIENT WORK EXPERIENCE AVAILABLE
- Packaging
- Assembly

SAN GABRIEL VALLEY TRAINING CENTER
400 SOUTH COVINA BOULEVARD
BASSETT (LOS ANGELES COUNTY) 91746

REFERRAL CONTACT
Randall Hyatt, Director of Rehabilitation
(213) 968-8479
Wheelchair Accessible Program

PROGRAM TYPE: Workshop, Sheltered Employment

SERVICES PROVIDED
- Work Evaluation
- Work Adjustment
- Work Experience
- Basic Academics
- Job Seeking Skills
- Counseling
- Recreation
- Psychological Evaluation
- Job Placement

CLIENT WORK EXPERIENCES AVAILABLE
- Factory (Assembly/Packaging)
- Food Service
- Custodial
- Horticulture
- Computer Operator
- Clerical

NOVA OPPORTUNITY CENTER
1612 WILSON
BURBANK (LOS ANGELES COUNTY) 91504

REFERRAL CONTACT
Sandy Kohn
(213) 845-3542
Wheelchair Accessible Program

PROGRAM TYPE: Work Activities Center

SERVICES PROVIDED
- Vocational Counseling
- Work Experience
- Independent Living Skills Trng.
- Prevocational Trng.
- Extended Employment

BUSINESS CAPABILITIES OF SHOP
- Hand Assembly
- Salvage/Recycling
- Hand & Machine Packaging
- Clerical/Typing/Mailing Services
- Electric/Electronic Assembly
- Metal Machining & Deburring

CLIENT WORK EXPERIENCES AVAILABLE Examples:
- Electrical Assembler
- Blister Sealer
- Mechanical Assembler
- File Clerk
- Truck Helper
- Hand Packager
- Collating
- Telephone Receptionist
- Warehouse Worker

MID-CITIES COMMUNITY REHABILITATION CENTER
1515 SOUTH ALAMEDA STREET
COMPTON (LOS ANGELES COUNTY) 90221

REFERRAL CONTACT
Kate Smith
(213) 537-4510
Wheelchair Accessible Program

PROGRAM TYPE: Work Activities Center, Activity Center

SERVICES PROVIDED
- Vocational Counseling
- Speech Services
- Independent Living Skills Trng.
- Extended Employment
- Employment Preparation Trng.
- Prevocational Training
- Social Services
- Voc. Eval. - Work Tryout
- Work Adjustment
- Job Placement
- Work Experience

Voc. Trng.: Ceramics, Sewing, Woodshop, Horticulture, Janitorial

Voc. Eval.: Work Sampling - In-House Samples

Other: Family & Consumer, Independent Living, Arts/Crafts, Music, Choir, Dramatic Movement, Woodshop, Sewing, Drawing, Plastic, Paper, Ceramic

BUSINESS CAPABILITIES OF SHOP
- Hand Assembly
- Woodworking/Wood Products
- Hand & Machine Packaging
- Landscaping & Yard Maintenance
- Machine Sewing
- Ceramic Manufacturing
- Furniture Repair/Refinishing
- Janitorial
- Electric/Electronic Assembly

CLIENT WORK EXPERIENCES AVAILABLE (15 Assignments Available). Examples:
- Handbuilding Ceramic
- Bag Packaging
- Ground Maintenance Trainee
- Machine Sealing
- Woodworking Trainee

COMMUNITY REHABILITATION TRAINING CENTER
1030 E. CYPRESS STREET
COVINA (LOS ANGELES COUNTY) 91724

REFERRAL CONTACT
Arlene DeVries, Director
Becky Tschirgi, Work Adjustment Counselor
(213) 966-4438
Wheelchair Accessible Program

PROGRAM TYPE: Workshop

SERVICES PROVIDED
- Vocational Counseling
- Employment Preparation Trng.
- Independent Living Skills Trng.
- Voc. Eval. - Work Tryout
- Work Adjustment
- Work Experience
- Psychological Services
- Job Placement
- Extended Employment

Voc. Trng.: Factory/Assembly

BUSINESS CAPABILITIES OF SHOP
- Hand Assembly
- Plastic Fabrication
- Truck Driving
- Collating
- Deburring & Assembly
- Metal Machine Deburring
- Hand & Machine Packaging

COMMUNITY REHABILITATION TRAINING CENTER (cont'd)

CLIENT WORK EXPERIENCES AVAILABLE (14 Assignments Available). Examples:
Collator
Box Packer
Assembler (Hand)
Inspector
Weight Counter
Drill Press Operator
Blister Pack Machine Operator
Automatic Air Drill Operator
Pneumatic Screw Driver Oper.
Motorized Reamer Oper.
Eyelett Machine Oper.
Drill Press Assembler
Heat Sealer (Bar & Continuous Band)

VALLEY LIGHT INDUSTRIES, INC.
822 N. GRAND AVENUE
COVINA (LOS ANGELES COUNTY) 91724

REFERRAL CONTACT
Adrienne Brooks, Supervisor of Rehabilitation
Betty Cope, Director
(213) 331-9966
Wheelchair Accessible Program

PROGRAM TYPE: Work Activities Center

SERVICES PROVIDED
Voc. Eval. - Work Tryout
Prevocational Trng.
Voc. Instruction (CA. Proj. Methods)
Employment Prep. Trng.
Recreational Activities
Independent Living Skills Trng.
Extended Employment
Work Adjustment
Work Experience

Voc. Trng.: Mechanical Assembly (Wood, Metal, Plastic), Drill Press Operation, Heat Sealing, Packaging (Hand & Machine)

Voc. Eval.: Work Sampling - McCarron-Dial WES, In-House Samples

Other: Vocational Instruction (CA. Proj. Methods), Recreational Activities

BUSINESS CAPABILITIES OF SHOP
Hand Assembly
Salvage/Recycling
Hand & Machine Packaging
Electric/Electronic Assembly
Metal Fabrication & Assembly
Envelope Stuffing

CLIENT WORK EXPERIENCES AVAILABLE (Approximately 10 Assignments Available). Examples:
Saw Operator
Drill Press Operator
Conveyor Line Assembler
Stapler
Punch Press (Swaging) Operator

SOUTHEAST WORK TRAINING CENTER
9501 EAST WASHBURN ROAD
DOWNEY (LOS ANGELES COUNTY) 90242

REFERRAL CONTACT
Mrs. Lucille Riveroll, Rehabilitation Manager
(213) 861-0996
Wheelchair Accessible Program

PROGRAM TYPE: Work Activities Center, Activity Center

SERVICES PROVIDED
Prevocational Trng.
Work Experience
Independent Living Skills Trng.
Extended Employment

Voc. Trng.: Food Service Trng., Stock Asst. - Dept. Store

SOUTHEAST WORK TRAINING CENTER (cont'd)

BUSINESS CAPABILITIES OF SHOP

Hand Assembly
Hand & Machine Packaging
Electric/Electronic Assembly
Clerical/Typing/Mailing Services

CLIENT WORK EXPERIENCES AVAILABLE. 9 Examples:

Shrink Wrapping
Stock Assistant
Packager
Skin Packaging
Arbor Press Operator
Janitorial
Food Service Operations
Warehouse Workers
Electronic Assembler

SOUTHWEST INDUSTRIES
1535 WEST ROSECRANS AVENUE
GARDENA (LOS ANGELES COUNTY) 90249

REFERRAL CONTACT
Rissa Coplan, Counselor
Stephaine Shapiro
Ari Levy, Counselor
(213) 532-6333
Wheelchair Accessible Program

PROGRAM TYPE: Work Activities Center

SERVICES PROVIDED

Vocational Counseling
Employment Preparation Trng.
Work Experience
Prevocational Trng.
Work Adjustment
Independent Living Skills
Job Placement

BUSINESS CAPABILITIES OF SHOP

Hand & Machine Packaging
Metal Machining & Deburring
Hand Assembly
Salvage/Recycling
Metal Fabrication & Assembly
Clerical/Typing/Mailing

CLIENT WORK EXPERIENCES AVAILABLE (10 Assignments Available). Examples:

Skin Packer
Bubbler Packer
Forklift Operator
Drill Press Operator
Assembler-Collator
Electronic Sorting

THE LOS ANGELES WORKSHOP, INC.
12820 SO. WESTERN AVENUE
GARDENA (LOS ANGELES COUNTY) 90249

REFERRAL CONTACT
Jesse O. House, Acting
Exec. Director
Myrl N. Norris, Program Director
Mary E. Brown, Office Manager
(213) 532-7596
Wheelchair Accessible Program

PROGRAM TYPE: Work Activities Center

SERVICES PROVIDED

Psychological Services
Prevocational Training
Work Adjustment
Employment Preparation Trng.
Extended Employment
Independent Living Skills Trng.
Vocational Counseling
Voc. Eval. - Work Tryout Approach
Work Experience
Job Placement

THE LOS ANGELES WORKSHOP (cont'd)

BUSINESS CAPABILITIES OF SHOP
- Hand & Machine Packaging
- Electric/Electronic Assembly
- Janitorial/Housekeeping
- Graphic Arts/Silk Screening
- Hand Assembly
- Paint Spraying
- Woodworking/Wood Products
- Metal Machining & Deburring
- Clerical/Typing/Mailing Services
- Renovation/Sales Donated Items
- Machine Sewing

CLIENT WORK EXPERIENCES AVAILABLE (9 Assignments Available). Examples:
- Machine Operator
- Assembly Packaging
- Inspector
- Electronic Assembly

SELF-AID WORKSHOP

1544 W. GLENOAKS BLVD.
GLENDALE (LOS ANGELES COUNTY) 91201

REFERRAL CONTACT
Phyllis Campbell, Workshop Director
Arlene Mortenson, Production Manager
(213) 242-2434
Wheelchair Accessible Program

PROGRAM TYPE: Work Activities Center

SERVICES PROVIDED
- Extended Employment

BUSINESS CAPABILITIES OF SHOP
- Hand Assembly
- Mailing Services
- Hand & Machine Packaging
- Salvage/Recycling

CLIENT WORK EXPERIENCES AVAILABLE (9 Assignments Available). Examples:
- Catalog Collating
- Packaging Small Parts
- Gluing Display Boards
- Toy Assembler
- Direct Mail Operations

ANTELOPE VALLEY ASSOC. FOR RETARDED/ DESERT HAVEN

45016 NORTH TREVOR
LANCASTER (LOS ANGELES COUNTY) 93534

REFERRAL CONTACT
Claudette Nelson, Counselor
(805) 942-8195

PROGRAM TYPE: Work Activities Center

SERVICES PROVIDED
- Prevocational Trng.
- Work Experience
- Extended Employment

Voc. Trng.: Grounds Maintenance & Janitorial/Housekeeping

BUSINESS CAPABILITIES OF SHOP
- Clerical/Typing/Mailing Services
- Gardening/Grounds Maintenance
- Furniture Repair/Refinishing
- Woodworking/Wood Products
- Salvage/Recycling
- Hand & Machine Packaging
- Metal Machining & Deburring
- Janitorial/Housekeeping
- Ceramic Manufacturing
- Hand Assembly

Proprietary Products: Ceramic Wind Chimes

ANTELOPE VALLEY ASSOC. (cont'd)

CLIENT WORK EXPERIENCES AVAILABLE

Floor Polishing
Pushing & Riding Lawn Mower

SAN GABRIEL VALLEY TRAINING CENTER AND
WORKSHOP FOR THE HANDICAPPED, INC.
400 SOUTH COVINA BLVD.
LA PUENTE (LOS ANGELES COUNTY) 91746

REFERRAL CONTACT
Randall Hyatt, Director of Rehab. Services
Alessandro Anfuso, Work Sample Eval. Supervisor
(213) 968-8479
Wheelchair Accessible Program

PROGRAM TYPE: Workshop, Work Activities Center

SERVICES PROVIDED

Vocational Counseling
Independent Living Skills Trng.
Employment Preparation
Prevocational Trng.
Work Adjustment
Psychological Services
Extended Employment
Voc. Eval. - Work Tryout
Work Experience
Job Placement

Voc. Trng.: Food Service Occupations, Factory Occupations, Janitorial/Medical, Housekeeping, Clerical Occupations, Basic Computer Operations, Horticultural/Landscape Occupations

Voc. Eval.: Work Sampling - JEVS, Valpar, In-House Sampling
Psych. Testing- WAIS, Revised BETA, Army General Classification Test, Raven Comps. Inventory, Wide Range Achievement Test, Purdue Pegboard, Various Personality Inventories, Etc.

BUSINESS CAPABILITIES OF SHOP

Hand Assembly
Woodworking/Wood Products
Catering Services
Salvage/Recycling
Clerical/Typing/Mailing Services
Hand & Machine Packaging
Janitorial/Housekeeping
Gardening/Grounds Maint.
Electric/Electronic Assembly
Metal Machine/Deburring

CLIENT WORK EXPERIENCES AVAILABLE (11 Assignments Available). Examples:

Material Handling
Shipping & Receiving
Skin Packaging
Blister Sealing
Electronic Assembler
Mailings
Machine Operators
Shrink Packaging

VALLEY VOCATIONAL CENTER
REHABILITATION SERVICES WORKSHOP
14234 EAST VALLEY BLVD.
LA PUENTE, CA 91746

REFERRAL CONTACT
Bernie Lazarre, Director
Roberta Ross, Rehab. Counselor
Jerry Fenning, Rehab. Counselor
Frank Teague, Rehab. Counselor
(213) 968-0595
Wheelchair Accessible Program

PROGRAM TYPE: Workshop. Trade Training Center

SERVICES PROVIDED

Psychometry
Job Placement
Work Experience
Vocational Counseling
Interpreters for the Deaf
Voc. Eval. - Work Tryout
Prevocational Trng.
Work Adjustment
Extended Employment
Independent Living Skills Trng.
Employment Preparation Trng.

VALLEY VOCATIONAL CENTER (cont'd)

SERVICES PROVIDED (cont'd)

Voc. Trng.: Landscape, Gardening, Building Maintenance Production Techniques, Food Service, Access to Valley Vocational Center Classes

Voc. Eval.: Work Sampling - JEVS, Valpar, Singer, In-House Work Samples, GATB
Psych. Testing- Occupational Interest, Personality, Achievement, Mental Ability

24 Trade Training Classes Within Adult School, G.E.D. Test Preparation

BUSINESS CAPABILITIES OF SHOP

Hand Assembly
Lathe Operations
Soldering
Bookbinding
Hand & Machine Packaging
Metal Machine & Deburring
Salvage/Recycling
Electric/Electronic Assembly
Gardening/Grounds Maintenance
Janitorial/Housekeeping

CLIENT WORK EXPERIENCES AVAILABLE (45 Assignments Available). Examples:

Electric Solder
Drill Operator
Stapler
Hand Assembly
Lawn Caretaker
Janitorial
Landscape & Gardening Maintenance

COMMUNITY REHABILITATION INDUSTRIES

1500 EAST ANAHEIM STREET
LONG BEACH (LOS ANGELES COUNTY) 90813

REFERRAL CONTACT

Joan Chambers, Director of Rehabilitation Services
Bob Rosenstreich, Work Adjustment
(213) 591-0539
Wheelchair Accessible Program

PROGRAM TYPE: Workshop, Work Activities Center

SERVICES PROVIDED

Social Services
Voc. Eval. - Work Tryout
Work Experience
Vocational Counseling
Work Adjustment
Employment Prep. Trng.
Prevocational Trng.
Extended Employment
Job Placement

Voc. Trng.: Electronics Assembly, Food Services, Janitorial, Clerical, Quality Control, General Factory, Machine Operators

Voc. Eval.: Work Sampling - Valpar, In-House Samples
Psych. Testing- Raven, Employment Aptitude Survey, Purdue, Crawford Dexterity, WAIS, BARSIT, WRAT

BUSINESS CAPABILITIES OF SHOP

Electric/Electronic Assembly
Hand & Machine Packaging
Metal Machining & Deburring
Food Preparation
Janitorial/Housekeeping
Shipping & Receiving
Hand Assembly

CLIENT WORK EXPERIENCES AVAILABLE (54 Assignments Available). Examples:

General Factory Worker
Shipping & Receiving Clerk
Electronics Assembler

HILLSIDE ENTERPRISES

4525 E. STERNS STREET
LONG BEACH (LOS ANGELES COUNTY) 90815

REFERRAL CONTACT
Rehabilitation Coordinator
Adult Dev. Program Manager
(213) 597-7716
Wheelchair Accessible Program

PROGRAM TYPE: Work Activities Center, Activity Center

SERVICES PROVIDED (Negotiated Fee Noted By *)

Vocational Counseling
Prevocational Trng.
Job Placement
Hearing Services
Speech Services
Social Services
Work Adjustment*
Work Experience*
Therapeutic Recreational Services
Voc. Eval. - Work Tryout*
Independent Living Skills Trng.
Employment Preparation Trng.

Voc. Trng.: Janitorial Landscaping Transitional Program

Voc. Eval.: Work Sampling* - McCarron-Dial WES, SAVE, In-House Samples
Psycn. Testing - Slosson Intelligence Test, Grist Interest Inventory, Raven's Colored Progressive Matrices

BUSINESS CAPABILITIES OF SHOP

Woodworking/Wood Products
Metal Machining & Deburring
Janitorial/Housekeeping
Hand & Machine Packaging
Graphic Arts/Silk Screening
Hand Assembly
Salvage/Recycling
Appliance Repair
Paint Spraying
Ceramic Manufacturing
Electric/Electronic Assembly
Clerical/Typing/Mailing
Metal Fabrication & Assembly
Gardening/Grounds Maint.
Renovation/Sales Donated Items

CLIENT WORK EXPERIENCES AVAILABLE (NR Assignments Available). Examples:

Quality Assurance
Warehousing
Shipping & Receiving

PURPLE HEART VETERANS REHABILITATION TRAINING CENTER

3333 E. SOUTH STREET
LONG BEACH (LOS ANGELES COUNTY) 90805

REFERRAL CONTACT
Terrence Preston, Director
Mary Orkin, Secretary
(213) 531-2587
Wheelchair Accessible Program

PROGRAM TYPE: Work Activity Center

SERVICES PROVIDED

Employment Preparation Training
Vocational Training - Janitorial
Job Placement
Voc. Eval. - Work Tryout
Work Adjustment
Work Experience
Vocational Counseling

Voc. Trng.: Janitorial

Voc. Eval.: Work Sampling - Singer

Other: Upgrade Military Discharge of Less Than Honorable

BUSINESS CAPABILITIES OF SHOP

Janitorial/Housekeeping
Gardening/Grounds Maint.

WIGHTMAN MEMORIAL GOODWILL INDUSTRIES
800 WEST PACIFIC COAST HIGHWAY
LONG BEACH (LOS ANGELES COUNTY) 90806

REFERRAL CONTACT
Mark Kirk, Dir. of Rehab.
Anne Wilson, Counselor-Evaluator
(213) 435-3411

PROGRAM TYPE: Workshop, Work Activities Center Wheelchair Accessible Program

SERVICES PROVIDED
Voc. Eval. - Work Tryout
Employment Preparation Trng.
Extended Employment
Prevocational Trng.
Vocational Counseling
Job Placement
Work Adjustment
Work Experience

Voc. Trng : Clerical, Janitorial, Food Services, Upholstery, Assembly, Fork-Lift Operator, Truck Driver, Packaging, Furniture Refinishing, PBX Receptionist, Pressing

Voc. Eval. Work Sampling - JEVS, Valpar
Psych. Testing- Crawford Small Tools, Bennett Hand Tools, WAIS, WRAT, TAT, Mooney Problem, Letter International Performance Scale, Vineland Social Maturity Scale

BUSINESS CAPABILITIES OF SHOP
Clerical/Typing/Mailing Services
Metal Fabrication & Assembly
Gardening/Grounds Maint.
Renovation/Sales Donated Items
Furniture Repair/Refinishing
Hand Assembly
Machine Sewing
Janitorial/Housekeeping
Salvage/Recycling
Appliance Repair
Hand & Machine Packaging
Woodworking/Wood Products
Upholstering
Paint Spraying

CLIENT WORK EXPERIENCES AVAILABLE (37 Assignments Available). Examples:
Fork-Lift Operator
Press Operator
Shrink Wrapping
Upholster
Truck Driver
Assembler
Packaging
Painter

ASIAN REHABILITATION SERVICES, INC.
601 SOUTH SAN PEDRO
LOS ANGELES (LOS ANGELES COUNTY) 90014

REFERRAL CONTACT
Jim Gleisinger, Dir. of Services
(213) 623-2313
Wheelchair Accessible Program

PROGRAM TYPE: Workshop, Community Service Program

SERVICES PROVIDED
Vocational Counseling
Work Adjustment
Work Experience
Voc. Eval. - Work Tryout
Job Placement
Extended Employment
Prevocational Trng.
Social Services

Voc. Eval.: Work Sampling - Valpar

Other: Interpreter Services for Pacific Asian Language, Outreach/Case Finding & Information and Referral

BUSINESS CAPABILITIES OF SHOP
Hand Assembly
Hand & Machine Packaging

ASIAN REHAB. SERVICES (cont'd)

CLIENT WORK EXPERIENCES AVAILABLE (35 Assignments Available). Examples:

- Pack Assembler
- Shrink Tunnel Operation
- L-Sealer Operation
- Bubble Pack Feeder
- Loading and Unloading
- Desoldering & Inspection
- Hand Packaging
- Collating
- Box Making
- Clerical
- Box Stamper
- Inspecting
- Box Packer
- Counting & Sorting
- Janitorial
- Labeling
- Blister Pack Assembler & Operator
- Electronic Soldering
- Hand Assembly

BARRIO INDUSTRIES FOR THE HANDICAPPED

1785 NORTH EASTERN AVENUE
LOS ANGELES (LOS ANGELES COUNTY) 90032

REFERRAL CONTACT
James Hall, Rehab. Manager
Mario Granillo & Dennis Basch, Rehab. Counselors
(213) 268-2800
Wheelchair Accessible Program

PROGRAM TYPE: Workshop, Work Activities Center

SERVICES PROVIDED

- Vocational Counseling
- Job Placement
- Employment Prep. Trng.
- Voc. Eval. - Work Tryout
- Prevocational Training
- Extended Employment
- Work Adjustment
- Work Experience

Voc. Trng.: Food Service Worker, Printshop Worker

BUSINESS CAPABILITIES OF SHOP

- Hand Assembly
- Catering
- Electric/Electronic Assembly
- Hand & Machine Packaging
- Printing Shop Services

CLIENT WORK EXPERIENCES AVAILABLE (25 Assignments Available). Examples:

- Light Weight Assembler (Using Small Tools)
- Machine Operator (Shrink Tunnel, Blister Pack)
- Dishwasher
- Cashier
- Cooking
- Plate Making
- Stripping
- Collating
- Electrical Harness Assembler
- Janitor
- Hand Assembler
- Packaging
- Wire Stripping
- Offset Printing

EPI - HAB LA., INC.

5533 SOUTH WESTERN AVENUE
LOS ANGELES (LOS ANGELES COUNTY) 90062

REFERRAL CONTACT
J. J. Henry, General Manager
Cal Williams, Production Manager
(213) 299-2305
Wheelchair Accessible Program

PROGRAM TYPE: Workshop

SERVICES PROVIDED

- Psychological Services
- Employment Preparation Trng.
- Social Services
- Extended Employment
- Work Adjustment
- Work Experience

BUSINESS CAPABILITIES OF SHOP

- Metal Assembly
- Electric/Electronic Assembly
- Hand & Machine Packaging
- Metal Machining & Deburring
- Hand Assembly
- Salvage/Recycling

Other: Collating

EPI - HAB LA., INC. (cont'd)

CLIENT WORK EXPERIENCES AVAILABLE (25 Assignments Available). Examples:

Electronic Assembler
Harness Layout Assembler
Drill Press Operator
Shrink Wrapping

GOODWILL INDUSTRIES OF SOUTHERN CA.
342 SAN FERNANDO ROAD
LOS ANGELES (EAST LOS ANGELES COUNTY) 90031

REFERRAL CONTACT
William J. Barnice, Dir.
Personal & Rehab. Services
Dr. James E. Hayes, Evaluation
& Training Director
(213) 223-1211
Wheelchair Accessible Program

PROGRAM TYPE: Workshop

SERVICES PROVIDED
Medical Evaluation
Prevocational Training
Work Adjustment
Extended Employment
Psychological Services
Work Experience
Employment Preparation Trng.
Job Placement
Social Services
Vocational Counseling
Voc. Eval. - Work Tryout

Voc. Eval.: Work Sampling - JEVS, Valpar, Singer, In-House Samples, Purdue
Psych. Testing - GAT-B, NAT-B, BOLT, WAIS, Giest, Kuder, Peabody, Beta, WRAT, WREST, WRIOT

BUSINESS CAPABILITIES OF SHOP
Hand Assembly
Machine Sewing
Upholstering
Paint Spraying
Salvage/Recycling
Metal Fabrication Assembly
Appliance Repair
Clerical/Typing/Mailing Services
Metal Machining & Deburring
Hand & Machine Packaging
Gardening/Grounds Maint.
Renovation/Sales Donated Items

CLIENT WORK EXPERIENCES AVAILABLE (170 Assignments Available) Examples:
Sorting
Packaging
Sales
Collating
Appliance Repair
Food Service
Laundry/Pressing
Power Sewing
Truck Maintenance/Repair
Shoe Repair
Renovating
Clerical

HANDCRAFT INDUSTRIES, INC.
7351 SANTA MONICA BLVD.
LOS ANGELES (LOS ANGELES COUNTY) 90046

REFERRAL CONTACT
Stewart Bubar, Supervisor of
Counseling
(213) 851-1100
Wheelchair Accessible Program

PROGRAM TYPE: Workshop

SERVICES PROVIDED (Negotiated Fee Noted By *)
Vocational Counseling
Voc. Eval. - Work Tryout*
Job Placement
Prevocational Trng.
Work Adjustment*
Employment Preparation Trng.*
Work Experience
Extended Employment
Voc. Eval.: Work Sampling - McCarron-Dial WES, In-House Samples

BUSINESS CAPABILITIES OF SHOP
Hand Assembly
Maintenance
Soldering
Electric/Electronic Assembly
Hand & Machine Packaging
Janitorial/Housekeeping
Collating

HANDCRAFT INDUSTRIES, INC. (cont'd)

CLIENT WORK EXPERIENCES AVAILABLE (NR Assignments Available). Examples:

- Hand Assembly
- Skin Packaging
- Blister Packaging
- Soldering
- Shrink Packaging
- Heat Sealing
- Collating
- Shipping & Receiving
- Clerical
- Maintenance
- Janitorial

LAWRENCE L. FRANK WORKSHOP OF THE CCS OF
L.A. COUNTY, INC.
2500 SOUTH HOPE STREET
LOS ANGELES (LOS ANGELES COUNTY) 90007

REFERRAL CONTACT
Mary Marthe Zupack, Director
Social Services
(213) 748-7309
Wheelchair Accessible Program

PROGRAM TYPE: Workshop, Work Activities Center

SERVICES PROVIDED

- Voc. Eval. - Work Tryout
- Prevocational Training
- Vocational Counseling
- Job Placement
- Social Services
- Speech Services
- Work Adjustment
- Occupational Therapy
- Medical Evaluation
- Work Experience

BUSINESS CAPABILITIES OF SHOP

- Hand & Machine Packaging
- Clerical/Typing/Mailing Services
- Salvage/Recycling
- Hand Assembly

CLIENT WORK EXPERIENCES AVAILABLE (10 Assignments Available). Examples:

- Packaging
- Carbon Packaging
- Assembler
- Gluing
- Collating
- Stuffing
- Salvaging
- Prep. for Mailing
- Recycling

PAR SERVICES CENTRAL
EXCEPTIONAL CHILDREN'S FOUNDATION
1726-40 W. PICO BLVD.
LOS ANGELES (LOS ANGELES COUNTY) 90015

REFERRAL CONTACT
Walter Mitchell, Rehabilitation
Counselor
(213) 387-4222
Wheelchair Accessible Program

PROGRAM TYPE: Workshop, Work Activities Center

SERVICES PROVIDED

- Vocational Counseling
- Employ. Preparation Trng.
- Work Adjustment
- Therapeutic Rec. Services
- Independent Living Skills Trng.
- Voc. Eval. - Work Tryout
- Psychological Services
- Job Placement
- Extended Employment
- Speech Services
- Prevocational Trng.
- Social Services
- Work Experience

Voc. Trng.: Gardening & Janitorial, Assembly, Packaging, Warehousing

Voc. Eval.: Work Sampling (WREST)

PAR SERVICES CENTRAL (cont'd)

BUSINESS CAPABILITIES OF SHOP
- Hand Assembly
- Salvage/Recycling
- Janitorial/Housekeeping
- Gardening/Grounds Maint.
- Hand & Machine Packaging

CLIENT WORK EXPERIENCES AVAILABLE (5 Assignments Available). Examples:
- Janitorial (Strip., Waxing, Buffing)
- Collating/Folding
- Landscape & Gardening Maint. (Power Mower, Edger)
- Mach. Oper. (L-Sealers, Skin Pk., and Bubble Pk.)

PAR SERVICES - VERMONT
1966 SOUTH VERMONT AVENUE
LOS ANGELES (LOS ANGELES COUNTY) 90007

PROGRAM TYPE: Transitional Trade Training Program

SERVICES PROVIDED
- Psychological Services
- Vocational Counseling
- Job Placement
- Social Services
- Work Adjustment
- Extended Employment
- Therapeutic Recreational Services
- Work Experience
- Prevocational Trng.
- Employment Prep. Trng.
- Independent Living Skills Trng.
- Voc. Eval. - Work Tryout

REFERRAL CONTACT
Ron Hogue, Counselor
Judy Lauretz, Intake Specialist
David Lain, Mgr. Janitorial Trade Trng.
Ken Alfson, Mgr. Gardening Trade Trng.
Helen Lewis, Admin. Asst.
(213) 733-1412
Wheelchair Accessible Program

Voc. Trng.: Janitorial Trade Trng., Clerical Trade Trng., Gardening/Landscape Trade Trng.

Voc. Eval.: Work Sampling - Valpar

BUSINESS CAPABILITIES OF SHOP
- Janitorial/Housekeeping
- Gardening/Grounds Maint.

CLIENT WORK EXPERIENCES AVAILABLE (16 Assignments Available). Examples:
- Janitorial
- Gardening
- Indoor Plant Maintenance
- Office Cleaning
- Mowing
- Stripping/Waxing
- Pest Control

PORTALS HOUSE, INC.
MAILING ADDRESS: P.O. BOX 74395
269 S. MARIPOSA AVENUE
LOS ANGELES (LOS ANGELES COUNTY) 90004

REFERRAL CONTACT
Richard Cohen, Program Director
(213) 686-5393

PROGRAM TYPE: Social & Vocational Adjustment Center

PORTALS HOUSE, INC. (cont'd)

SERVICES PROVIDED

- Vocational Counseling
- Voc. Eval. - Work Tryout
- Employment Preparation Trng.
- Therapeutic Recreation Services
- Independent Living Skills Trng.
- Informal Socialization Program
- Work Experience
- Dances
- Prevocational Training
- Work Adjustment
- Job Placement
- Parents Group
- Special Events/Trips
- Social Services
- Psychological Services
- Extended Employment

BUSINESS CAPABILITIES OF SHOP

- Clerical/Typing/Mailing Services
- Gardening/Grounds Maintenance
- Janitorial/Housekeeping

CLIENT WORK EXPERIENCES AVAILABLE (8-10 Assignments Available). Examples:

- Mail Opener
- 10-Key Operator
- Slicer
- Stock Clerk
- Box Maker
- Dishwasher
- Price Marker
- Cashier

PROJECT REHABILITATION, INC.
213 WEST 108TH STREET
LOS ANGELES (LOS ANGELES COUNTY) 90061

REFERRAL CONTACT
Geraldine DeWalt, Senior Counselor
Tom Sasaki, Horticultural Therapist & Instructor
(213) 777-1425
Wheelchair Accessible Program

PROGRAM TYPE: Horticultural Training Center

SERVICES PROVIDED

- Work Experience Training
- Employment Preparation Trng.
- Job Placement

BUSINESS CAPABILITIES OF SHOP

- Production in Gardening and Landscaping

CLIENT WORK EXPERIENCES AVAILABLE (3 Assignments Available). Examples:

- Nursery Bedding
- Box Bedding
- Transplanting Flats

REHABILITATION CENTER - WHITE MEMORIAL MEDICAL CENTER
1720 BROOKLYN AVENUE
LOS ANGELES (LOS ANGELES COUNTY) 90033

REFERRAL CONTACT
Kaye Whitney, Patient Care Coordinator
Ken Bariel, Administrative Director
(213) 268-5000
Wheelchair Accessible Program

PROGRAM TYPE: Comprehensive Rehabilitation Center

SERVICES PROVIDED

- Medical Evaluation
- Physical Therapy
- Therapeutic Recreation
- Psychological Services
- Hand Rehabilitation
- Electromyography Studies
- Prevocational Trng.
- Medical Management
- Occupational Therapy
- Speech Services
- Social Services
- Vocational Counseling
- Hearing Services

WILLING WORKERS FOR THE MENTALLY
RETARDED, INC.
4813 WEST WASHINGTON BLVD.
LOS ANGELES (LOS ANGELES COUNTY) 90016

REFERRAL CONTACT
Ms. Jane Dennis, Program
Coordinator
(213) 937-5950
Wheelchair Accessible Program

PROGRAM TYPE: Activity Center

SERVICES PROVIDED
Prevocational Trng.
Work Experience

Other: Prevocational Experience

Voc. Trng.: Macrame, Needlepoint, Knit & Crochet, Quilting, Latch Hook, Machine Sewing

R.C.A. INDUSTRIES
225 W. DUARTE ROAD
MONROVIA (LOS ANGELES COUNTY) 91016

REFERRAL CONTACT
Marsha Webb, Program Coordinator
Hugh Sherwin, Program Director
(213) 357-7061

PROGRAM TYPE: Work Activities Center, Activity Center

SERVICES PROVIDED
Vocational Counseling
Work Experience
Prevocational Trng.
Extended Employment
Work Adjustment
Voc. Eval. - Work Tryout

Voc. Eval.: Work Sampling - In-House Samples

Other: Basic Functional Education, Social Security Disability Evaluation

BUSINESS CAPABILITIES OF SHOP
Ceramic Manufacturing
Clerical/Typing/Mailing Services
Inspection (Quality Assurance)
Hand Assembly
Hand & Machine Packaging

CLIENT WORK EXPERIENCES AVAILABLE (5 Assignments Available). Examples:
Packaging & Packing
Assembly Worker
Collating
Weighing
Heat Sealing

BUILD REHABILITATION INDUSTRIES
6905 BECK AVENUE
NO. HOLLYWOOD (LOS ANGELES COUNTY) 91605

REFERRAL CONTACT
(213) 764-3700
Wheelchair Accessible Program

PROGRAM TYPE: Workshop

SERVICES PROVIDED
Voc. Eval. - Work Tryout
Employment Preparation Trng.
Job Placement
Vocational Counseling
Extended Employment
Work Adjustment
Work Experience

Voc. Eval.: Work Sampling - Valpar, Singer

BUILD REHABILITATION INDUSTRIES (cont'd)

BUSINESS CAPABILITIES OF SHOP
- Hand & Machine Packaging
- Electric/Electronic Assembly
- Metal Machining & Deburring
- Automatic Collating
- Automatic Counting
- Clerical/Typing/Mailing Services
- Hand Assembly
- Shrink/Bubble Packaging
- Drill Press Operation

CLIENT WORK EXPERIENCES AVAILABLE (25 Assignments Available). Examples:
- Pallet Assembly L-Sealing
- Payroll Accounting
- Typing
- Collating
- General Assembly Packaging

VOCATIONAL SERVICES
NORTHRIDGE HOSPITAL FOUNDATION
18420 ROSCOE BOULEVARD
NORTHRIDGE (LOS ANGELES COUNTY) 91324

REFERRAL CONTACT
Beverly Kurz, Vocational Services Assistant
(213) 885-5335
Wheelchair Accessible Program

PROGRAM TYPE: Prevocational Evaluation Center

SERVICES PROVIDED
Voc. Eval.: Work Sampling - MDC Work Samples, JEVS, Valpar, Singer
Psych. Testing- WRAT, CAI, WRIOT, GATB, BOLT, KUDER, GORDON, Occupational Check List, EPPS, ABLE, COPS, NATB, REVISED D BETA, Bennett Mechanical Competency, Design Judgement, RAVENS

GOODWILL INDUSTRIES OF SOUTHERN CALIFORNIA
14565 LAMARK STREET
PANORAMA CITY (LOS ANGELES COUNTY) 91402

REFERRAL CONTACT
Richard Dier, Evaluation & Training Counselor
(213) 873-3561
Wheelchair Accessible Program

PROGRAM TYPE: Workshop

SERVICES PROVIDED (Negotiated Fee Noted By *)
- Medical Evaluation
- Voc. Eval. - Work Tryout Approach* 17.48/Day
- Work Adjustment* 16.28/Day
- Social Services
- Work Experience* 14.10/Day
- Vocational Counseling
- Employment Prep. Trng.* 277.89/ Per Placement
- Extended Employment
- Prevocational Trng.
- Psychological Services

BUSINESS CAPABILITIES OF SHOP
- Paint Spraying
- Clerical/Typing/Mailing Services
- Furniture Repair/Refinishing
- Janitorial/Housekeeping
- Salvage/Recycling
- Appliance Repair
- Renovation/Sales Donated Items

CLIENT WORK EXPERIENCES AVAILABLE (45 Assignments Available). Examples:
- Sorting
- Shoe Repair
- Janitorial
- Pricing
- Clerical
- Appliance & Repair
- Sales

FOOTHILL WORKSHOP FOR THE HANDICAPPED, INC.
789 N. FAIR OAKS
PASADENA (LOS ANGELES COUNTY) 91103

REFERRAL CONTACT
Dixie Cooksey, Rehab. Counselor
Henry L. Jones, C.R.C.
Supervisor of Rehab. Services
(213) 449-0218
Wheelchair Accessible Program

PROGRAM TYPE: Workshop

SERVICES PROVIDED
Vocational Counseling
Prevocational Trng.
Independent Living Skills Trng.
Employment Preparation Trng.
Work Adjustment
Work Experience
Voc. Eval. - Work Tryout
Job Placement
Extended Employment

Voc. Trng.: Spray Painting

BUSINESS CAPABILITIES OF SHOP
Hand Assembly
Salvage/Recycling
Hand & Machine Packaging
Clerical/Typing/Mailing Services
Metal Machine & Deburring
Electric/Electronic Assembly
Paint Spraying
Collating
Graphic Arts
Janitorial/Housekeeping
Inspecting

CLIENT WORK EXPERIENCES AVAILABLE (30 Assignments Available). Examples:
Heat Sealing
Deburring
Tapping
Reaming
L-Sealing & Shrinking
Machine Operators
Shrink Packaging
Labeling
Collating
Inspecting
Spray Painting
Assembling
Sorting
Burnishing
Silk Screening
Filing
Drilling
Fastening
Hand Assembly
Stapling
Gluing
Clerk Typing
Tinning & Soldering
Mechanical Fastening
Electronic Machine Assembly
Lubricating
Bagging

NEW OPPORTUNITY WORKSHOPS, INC.
130 NORTH FAIR OAKS AVENUE
PASADENA (LOS ANGELES COUNTY) 91103

REFERRAL CONTACT
R. A. Logan, Exec. Director
(213) 449-0969

PROGRAM TYPE: Work Activities Center

SERVICES PROVIDED
Occupational Therapy
Psychological Services
Independent Living Skills Trng.
Speech Services
Hearing Services
Sensory Motor Trng.
Vocational Counseling
Social Services
Prevoc. Testing & Trng.

BUSINESS CAPABILITIES OF SHOP
Assembling
Stuffing & Sorting Envelopes
Collating
Hand Packaging
Shrink Film Wrap
Sealing
Folding

CLIENT WORK EXPERIENCES AVAILABLE (3 Assignments Available). Examples:
Mailing & Sorting
Assembling
Collating
Shrink Filming

VILLA ESPERANZA
2116 EAST VILLA STREET
PASADENA (LOS ANGELES COUNTY) 91107

REFERRAL CONTACT
Elene Chaffee
(213) 449-2919
Wheelchair Accessible Program

PROGRAM TYPE: Activity Center

SERVICES PROVIDED
- Counseling
- Nutrition Trng.
- Recreation
- Speech
- Living Skills Trng.
- Prevocational Trng.
- Money Management

CLIENT WORK EXPERIENCES AVAILABLE
- Assembly
- Horticulture
- Custodial
- Thrift Shop
- Child Care
- Some Community Placement

CASA COLINA INDUSTRIES & CAREER
DEVELOPMENT CENTER
501 WEST SECOND STREET
POMONA (LOS ANGELES COUNTY) 91761

REFFERAL CONTACT
Ray Dunn, Counselor
Bob Chase, Work Evaluator
Liz Cavanaugh, Clerical Program
(714) 593-7521
Ira Cohen, Counselor (714) 593-7521
(714) 620-1929
Wheelchair Accessible Program

PROGRAM TYPE: Workshop, Work Activities Center

SERVICES PROVIDED
- Voc. Eval. - Work Tryout
- Prevocational Trng.
- Employment Prep. Trng.
- Job Placement
- Medical Evaluation
- Work Experience
- Vocational Counseling
- Extended Employment
- Driver Eval. & Training
- Work Adjustment

Voc. Trng.: Clerical, Metal Grinding, Assembly, Packaging, Electronic Calibration

Voc. Eval.: Work Sampling - TOWER, JEVS, Valpar, MDC Work Samples, In-House Samples

BUSINESS CAPABILITIES OF SHOP
- Electric/Electronic Assembly
- Metal Machining & Deburring
- Woodworking/Wood Products
- Metal Fabrication & Assembly
- Paint Spraying
- Hand Assembly
- Salvage/Recycling
- Hand & Machine Packaging
- Janitorial/Housekeeping
- Clerical/Typing/Mailing Services

Proprietary Products: Road Barriers

CLIENT WORK EXPERIENCES AVAILABLE (45 Assignments Available). Examples:
- Machine Bagging
- Messenger
- Heat Sealing
- Component Forming
- Wire Harnessing
- Metal Grinding
- Truck Driver
- Measuring
- Clerical
- Wire Cutting
- Hand Stamping
- Forklift Operator
- Soldering
- Wire Stripping
- Shipping/Receiving

COMMUNITY SKILLS TRAINING CENTER
LANTERMAN STATE HOSPITAL
BOX 100
POMONA (LOS ANGELES COUNTY) 91768

REFERRAL CONTACT
Rod Holdridge, Coordinator
(714) 595-1221, Ext. 2176
Wheelchair Accessible Program

PROGRAM TYPE: Work Activities Center

SERVICES PROVIDED
Prevocational Training
Voc. Eval. - Work Tryout
Extended Employment
Job Placement
Work Adjustment
Work Experience

Voc. Eval.: Work Sampling - In-House Samples

BUSINESS CAPABILITIES OF SHOP
Hand & Machine Packaging
Janitorial/Housekeeping
Woodworking/Wood Products
Hand Assembly
Gardening/Grounds Maint.

CLIENT WORK EXPERIENCES AVAILABLE (15 Assignments Available). Examples:
Growing Roses
Redwood Basket Assembler
Packing First Aid Kits

PAR SERVICES - EASTSIDE
11990 RIVERA ROAD
SANTA FE SPRINGS (LOS ANGELES COUNTY) 90670

REFERRAL CONTACT
Warren Simpson, Manager
Barbara Cominos, Counselor
(213) 945-1064
Wheelchair Accessible Program

PROGRAM TYPE: Work Activities Center

SERVICES PROVIDED
Therapeutic Recreational Services
Voc. Eval. - Work Tryout
Employment Prep. Trng.
Job Placement
Work Adjustment
Psychological Services
Prevocational Trng.
Extended Employment
Vocational Counseling
Work Experience

BUSINESS CAPABILITIES OF SHOP
Hand & Machine Packaging
Salvage/Recycling
Labeling
Hand Assembly
Collating

PAR SERVICES WESTSIDE
2230 BROADWAY
SANTA MONICA (LOS ANGELES COUNTY) 90404

REFERRAL CONTACT
Judy Lauretz, Voc. Rehab.
Counselor
Christine Hoffman, Counselor Aide
Nancy Spiegel, Evaluator
(213) 829-7631
Wheelchair Accessible Program

PROGRAM TYPE: Workshop, Work Activities Center

SERVICES PROVIDED (Negotiated Fee Noted By *)
Employment Prep. Trng.*
Independent Living Skills Trng.
Psychological Services
Vocational Counseling
Speech Services
Prevocational Trng.

PAR SERVICES WESTSIDE (cont'd)

SERVICES PROVIDED (cont'd)

Voc. Eval. - Work Tryout*
Extended Employment
Work Adjustment*
Work Experience*
Social Services
Therapeutic Rec. Services
Job Placement*

Voc. Trng.: Gardening, Janitorial, Assembly, Packaging, and Clerical, Basic Electronics* 14.25/Day

Voc. Eval.: Work Sampling - WREST

BUSINESS CAPABILITIES OF SHOP

Hand & Machine Packaging
Electric/Electronic Assembly
Clerical/Typing/Mailing Services
Hand Assembly
Gardening/Grounds Maint.
Metal Fabricating/Assembly
Janitorial/Housekeeping

CLIENT WORK EXPERIENCES AVAILABLE (10 Assignments Available). Examples:

Shrink Packaging (L-Sealers & Heat Tunnels)
Assembly of Waffle Irons & Hand Tools
Soldering
Harness Wiring

PLEASANTVIEW ACHIEVEMENT CENTER
26590 BOUQUET CYN. ROAD
SAUGAS (LOS ANGELES COUNTY) 91350

REFERRAL CONTACT
Gerald D. Howard, Director
(805) 259-1000
Wheelchair Accessible Program

PROGRAM TYPE: Work Activities Center

SERVICES PROVIDED

Prevocational Trng.
Work Experience
Independent Living Skills Trng.
Extended Employment

Other: Laubach Program

BUSINESS CAPABILITIES OF SHOP

Clerical/Typing/Mailing Services
Hand & Machine Packaging
Hand Assembly

Other: Drilling

Proprietary Products: Small Decoupaged Pictures on Oval Pieces of Wood

CLIENT WORK EXPERIENCES AVAILABLE (5 Assignments Available). Examples:

Drill Press Operating
Center Punching on Keys
Measuring Key with Depth Gauge
Hand Assembly of Film Cartridges
Labeling
Collating
Sanding
Decoupaging

SAN FERNANDO VALLEY ASSOC. FOR THE RETARDED, INC. (NEW HORIZONS WORK ACTIVITY CENTER)

15725 PARTHENIA STREET
SEPULVEDA (LOS ANGELES COUNTY) 91343

REFERRAL CONTACT

Gary F. Blank, Workshop Program Coordinator
John Youngbauer, Placement Counselor
Martha Goldstein, Activity Program Counselor
(213) 894-9301
Wheelchair Accessible Program

PROGRAM TYPE: Work Activities Center

SERVICES PROVIDED

Speech Services
Therapeutic Recreational Services
Employment Preparation Trng.
Independent Living Skills Trng.
Social Services
Prevocational Training
Extended Employment
Job Placement
Vocational Counseling
Work Adjustment
Work Experience

Voc. Eval.: Work Sampling - McCarron-Dial

BUSINESS CAPABILITIES OF SHOP

Electric/Electronic Assembly
Metal Machining & Deburring
Clerical/Typing/Mailing Services
Hand Assembly
Ceramic Manufacturing
Collating Catalogs
Hand & Machine Packaging
Salvage/Recycling

Proprietary Products: Ceramic Wind Chimes, Pots & Jars, Yard Animals, Dusters, Covered Coat Hangers

CLIENT WORK EXPERIENCES AVAILABLE (15 Assignments Available). Examples:

Blister Packaging
Box Packing
Power Drill Operator
Pneumatic Screw Driving
Screw Sorting
Vacuum
Assembler
Soldering
Shrink Packaging
Heat Sealing
Collating

LINCOLN TRAINING CENTER

2527 NORTH LEE AVENUE
SOUTH EL MONTE (LOS ANGELES COUNTY) 91733

REFERRAL CONTACT

Jill Ferst, Rehab. Counselor
(213) 442-0621

PROGRAM TYPE: Workshop, Work Activities Center

SERVICES PROVIDED

Vocational Counseling
Independent Living Skills Trng.
Voc. Eval. - Work Tryout
Prevocational Trng.
Work Adjustment
Work Experience
Extended Employment

BUSINESS CAPABILITIES OF SHOP

Hand Assembly
Salvage/Recycling
Hand & Machine Packaging
Electric/Electronic Assembly

LINCOLN TRAINING CENTER (cont'd)

CLIENT WORK EXPERIENCES AVAILABLE (10-12 Assignments Available). Examples:

- Wire Cutter
- Bench Assembly
- Light Fixture Assembler
- L-Sealer Operator
- Stapler
- Counting
- Weigher
- Taper
- Collator
- Labeler
- Sealer
- Bagger
- Shrink Wrapping
- Box Packager
- Wire Stripper
- Banding

TIERRA DEL SOL CENTER FOR THE HANDICAPPED
9919 SUNLAND BOULEVARD
SUNLAND (LOS ANGELES COUNTY) 91040

REFERRAL CONTACT
Alicia Marie Lawrence, Administrator
Sr. Dianne Owens, Program Coordinator
(213) 352-1419

PROGRAM TYPE: Activity Center (Educational Emphasis)

SERVICES PROVIDED

- Employment Preparation Trng.
- Prevocational Trng.
- Independent Living Skills Trng.
- Psychological Services
- Job Placement
- Dance & Movement Therapy
- Speech Services
- Work Experience

Voc. Eval.: Psych Testing - WAIS, Vineland Maturity, Bender-Gestalt

PENN REHABILITATION CENTER
12360 PENN STREET
WHITTIER (LOS ANGELES COUNTY) 90602

REFERRAL CONTACT
Carol Stewart
(213) 945-1401
Wheelchair Accessible Program

PROGRAM TYPE: Work Activities Center

SERVICES PROVIDED

- Prevocational Trng.
- Work Experience
- Extended Employment

BUSINESS CAPABILITIES OF SHOP

- Hand Assembly
- Printing Shop Services
- Clerical/Typing/Mailing Services
- Binder
- Hand & Machine Packaging
- Graphic Arts/Silk Screening
- Manufacturing Product Samples

Proprietary Products: Bee's Wax Lubricating Sticker, Red Danger Flags

CLIENT WORK EXPERIENCES AVAILABLE (15 Assignments Available). Examples:

- Cutting Fiberglass
- Hand Sanding
- Collating
- Over-Arm Saw Operator
- Labeling
- Box Packing
- Silk Screening
- Drill Press Operating
- Vinyl Heat Welding
- Visual Sorting

WHITTIER YMCA
12817 E. HADLEY
WHITTIER (LOS ANGELES COUNTY) 90602

REFERRAL CONTACT
Kathleen Wilson, Program Director
(213) 698-0184

PROGRAM TYPE: Activity Center

SERVICES PROVIDED
- Prevocational Trng.
- Employment Preparation Trng.
- Therapeutic Recreational Services
- Independent Living Skills Trng.
- Work Experience

WORK TRAINING PROGRAM, INC.
5650 SHOUP AVENUE
WOODLAND HILLS (LOS ANGELES COUNTY) 91367

PROGRAM TYPE: Prevocational/Vocational Skills Trng., Independent Living Skills Trng. & Instruction School

REFERRAL CONTACT
Stefen A. Sorsoli, Exec. Director
Harriet Rechtman, Project Mgr.
Theresa Packard, Client Services Coordinator
(213) 999-5080

SERVICES PROVIDED
- Social Services
- Voc. Eval. - Work Tryout
- Employment Prep. Trng.
- Vocational Counseling
- Job Placement
- Prevocational Trng.
- Work Experience
- Independent Living Skills Trng.
- Work Adjustment

Voc. Trng.: Food Service, Electro-Mechanical Assembly, Building/Grounds Maintenance, Semi-Clerical, Nurse Aide, Hospital Assistant

Voc. Eval.: Work Sampling - In-House Samples

SERN REGION 4

GATEWAY CENTER
850 CONGRESS AVENUE
PACIFIC GROVE (MONTEREY COUNTY) 93950

REFERRAL CONTACT
Marilyn Victorine, Director of Services
(408) 372-8002
Wheelchair Accessible Program

PROGRAM TYPE: Work Activities Center, Workshop, Activity Center

SERVICES PROVIDED
- Independent Living Skills Trng.
- Employment Preparation Trng.
- Work Experience
- Prevocational Trng.
- Extended Employment
- Work Adjustment

Voc. Trng.: Janitorial, Kitchen Trng., Ceramics, Printing, Gardening, Paper Del.

Other: Academic Classes, i.e., Reading, Writing, Math; Activity Classes, i.e., Crafts, Recreation Classes

BUSINESS CAPABILITIES OF SHOP
- Hand Assembly
- Machine Sewing
- Janitorial/Housekeeping
- Ceramic Manufacturing
- Graphic Arts/Silk Screening
- Electric/Electronic Assembly
- Gardening/Grounds Maint.
- Clerical/Typing/Mailing Services
- Printing Shop Services

Proprietary Products: Resaleable Ceramic Items: Chess Sets, Vases, Bowls, Plates, Cups, Christmas Decorations, Printing, Note Pads, Stationary, Newsletters, Brochures

CLIENT WORK EXPERIENCES AVAILABLE (20 Assignments Available). Examples:
- Janitorial & Housekeeping
- Ceramic Manufacturing
- Rubber Stamp Assembler
- Gluing
- Gardening
- Printing
- Golf Ball Stripping
- Electronic Assembler
- Collating

HANDICAPPED ACTIVITIES UNLIMITED
511 GRAND AVENUE
PACIFIC GROVE (MONTEREY COUNTY) 93950

REFERRAL CONTACT
Carolyn Becker, Director
(408) 375-0800
Wheelchair Accessible Program

PROGRAM TYPE: Work Activities Center

SERVICES PROVIDED
- Extended Employment
- Social Activities

BUSINESS CAPABILITIES OF SHOP
- Salvage/Recycling
- Clerical/Typing/Mailing Services
- Graphic Arts/Silk Screening

Proprietary Products: Cards, Hand Crafted Items, Stuffed Animals

CLIENT WORK EXPERIENCES AVAILABLE (9 Assignments Available). Examples:
- Hand Addresser
- Metal Identification
- Collating
- Labeling
- Sewing
- Stuffer
- Embroider
- Metal Salvage

SALINAS VALLEY WORKSHOP
546 BRUNKEN AVENUE
SALINAS (MONTEREY COUNTY) 93901

REFERRAL CONTACT
Charles E. Judd, Exec. Director
Pamela K. Hurst, Rehab. Counselor
(408) 758-0973
Wheelchair Accessible Program

PROGRAM TYPE: Workshop, Work Activities Center & Activity Center

SERVICES PROVIDED
- Vocational Counseling
- Prevocational Trng.
- Extended Employment
- Job Placement
- Work Experience
- Independent Living Skills
- Voc. Eval. - Work Tryout
- Employment Preparation
- Work Adjustment

Voc. Eval.: Work Sampling - Valpar, MDC Work Samples, In-House

Other: O.J.T. (Grounds Maintenance)

BUSINESS CAPABILITIES OF SHOP
- Hand & Machine Packaging
- Metal Machining & Deburring
- Metal Fabrication & Assembly
- Hand Assembly
- Salvage/Recycling
- Electric/Electronic Assembly
- Clerical/Typing/Mailing
- Gardening/Grounds Maint.
- Machine Sewing

CLIENT WORK EXPERIENCES AVAILABLE (5 Assignments Available). Examples:
- Envelope Stuffing
- Folding and Inspecting Bags
- Drilling and Retreading Bolts
- Weighting and Cutting Wire
- Measuring and Cutting Wire
- Rotary and Riding Mowers

HOPE REHABILITATION SERVICES
WORKSHOP WITHOUT WALLS
(OPERATED BY SAN BENITO COUNTY)
5381 FAIRVIEW ROAD, P.O. BOX 1432
HOLLISTER (SAN BENITO COUNTY) 95023

REFERRAL CONTACT
Ramona Martinez, Vocational Program Supervisor
Maria Urena, Asst. Supervisor
(408) 637-9204
Wheelchair Accessible Program

PROGRAM TYPE: Placement & Vocational Adjustment

SERVICES PROVIDED (Negotiated Fee Noted By *)
- Independent Living Skills Trng.
- Voc. Eval. - Work Tryout
- Vocational Counseling
- Work Adjustment
- Prevocational Trng.
- Employment Prep. Trng.
- Job Placement
- Work Experience

Other: Personal Adjustment Tutoring*

BUSINESS CAPABILITIES OF SHOP
- Janitorial/Housekeeping
- Gardening/Grounds Maint.

CLIENT WORK EXPERIENCES AVAILABLE (8 Assignments Available). Examples:
- Gardening
- City Crew Workers
- Landscaping
- Janitorial
- Library Assistants
- Nursery School Aides
- Maintenance
- Recreational

FUNCTIONAL LIVING PROGRAM OF ARROYO GRANDE
410 E. BRANCH STREET
ARROYO GRANDE (SAN LUIS OBISPO CO.) 93449

REFERRAL CONTACT
Steve Beard, Vocational Counselor
(805) 481-0112
Wheelchair Accessible Program

PROGRAM TYPE: Work Activities Center

SERVICES PROVIDED
Vocational Counseling
Voc. Eval. - Work Tryout
Work Experience
Prevocational Trng.
Job Placement
Independent Living Skills Trng.
Extended Employment
Evening/Weekend Recreation
Work Adjustment

Voc. Eval.: Work Sampling - S.A.V.E. System, Basic Work Skill Training

BUSINESS CAPABILITIES OF SHOP
Hand Assembly
Salvage/Recycling
Machine Sewing
Woodworking/Wood Products
Electric/Electronic Assembly
Hand & Machine Packaging
Gardening/Grounds Maint.
Janitorial/Housekeeping

Proprietary Products: Wooden, Gift Products, Seasonal Items, Greeting Cards, Sewn Gift Products

CLIENT WORK EXPERIENCES AVAILABLE (5 Assignments Available). Examples:
Power/Hand Tool Assemblers
Woodshop Assistant
Power Sewing Machine Opers.
Power Sweeper Opers.
Community Maintenance Worker

FUNCTIONAL LIVING PROGRAM OF AVILA BEACH
195 SAN LUIS STREET
AVILA BEACH (SAN LUIS OBISPO CO.) 93424

REFERRAL CONTACT
Regina Dructor, Receptionist
(805) 595-7333
Wheelchair Accessible Program

PROGRAM TYPE: Work Activities Center

SERVICES PROVIDED
Vocational Counseling
Work Experience
Independent Living Skills Trng.
Speech Services
Prevocational Trng.

BUSINESS CAPABILITIES OF SHOP
Janitorial/Housekeeping
Salvage/Recycling

CLIENT WORK EXPERIENCES AVAILABLE (3 Assignments Available). Examples:
Community Work Crews
Salvagers
Assemblers

ACHIEVEMENT HOUSE, INC.
P.O. BOX 53
SAN LUIS OBISPO (SAN LUIS OBISPO CO.) 93406

REFERRAL CONTACT
Joan Kirby, Admin. Assit.
Anita Fisher, Client Program Planner
(805) 543-9383
Wheelchair Accessible Program

PROGRAM TYPE: Work Activities Center

ACHIEVEMENT HOUSE, INC. (cont'd)

SERVICES PROVIDED
- Prevocational Trng.
- Independent Living Skills Trng.
- Employment Prep. Trng.
- Social Services
- Vocational Counseling
- Work Experience
- Job Placement
- Extended Employment

Voc. Trng.: Ornamental Horticulture, Electronic Assembly, Kitchen Short Orders, Cooking & Fast Food Service

Voc. Eval.: Work Sampling - In-House Samples

BUSINESS CAPABILITIES OF SHOP
- Electric/Electronic Assembly
- Woodworking/Wood Products
- Clerical/Typing/Mailing Services
- Renovation/Sales Donated Items
- Gardening/Grounds Maintenance
- Hand Assembly
- Janitorial/Housekeeping
- Ceramic Manufacturing
- Salvage/Recycling
- Printing Shop Services
- Metal Can Processing
- Retail Sales Exp. in Nursery
- Paint Spraying
- Plant Propagation

Proprietary Products: Patio Furniture, Redwood Planters, Ceramic Products

CLIENT WORK EXPERIENCES AVAILABLE (27 Assignments Available). Examples:
- Power Tool Operator
- Short Order Grill Cook
- Hand Assembler
- Crimping
- Copy Machine Operator
- Propagation of Cuttings
- Transplanting
- Seeds

DEVEREUX FOUNDATION IN CALIFORNIA
VOCATIONAL REHABILITATION DEPARTMENT
P.O. BOX 1079
SANTA BARBARA (SANTA BARBARA CO.) 93102

PROGRAM TYPE: Workshop, Work Activities Center

REFERRAL CONTACT
Lynton Stewart, Coordinator
M. Jean Brown, Work Adjustment Specialist
Kenneth Beaulieu, Voc. Evaluator
Lorraine Kowch, Secretary
(805) 968-2525, Exts. 243, 244
Wheelchair Accessible Program

SERVICES PROVIDED
- Voc. Eval. - Work Tryout
- Employment Prep. Trng.
- Independent Living Skills Trng.
- Work Adjustment
- Job Placement
- Prevocational Trng.
- Vocational Counseling
- Extended Employment
- Work Experience

Voc. Trng.: Janitorial, Grounds Keeping, Laundry, Kitchen Helper, Greenhouse/Nursery, Clerical

Voc. Eval.: Work Sampling - Valpar, Singer, In-House Samples, GATB, NATB
Psych. Testing- CPI, WAIS, Aptitude and Interest Survey

BUSINESS CAPABILITIES OF SHOP
- Hand Assembly
- Salvage/Recycling
- Renovation/Sales Donated Items
- Machine Assembly
- Janitorial/Housekeeping
- Hand & Machine Packaging
- Gardening/Grounds

Proprietary Products: Planters, Hanging Baskets

DEVEREUX FOUNDATION (cont'd)

CLIENT WORK EXPERIENCES AVAILABLE (9 Assignments Available). Examples:

Clerical
Collating
Light Assembly
Laundry Work
Floor Polisher
Kitchen Work
Power Machine Operator

SANTA BARBARA COUNCIL FOR THE RETARDED
ALPHA TRAINING CENTER
4501 CATHEDRAL OAKS RD.
SANTA BARBARA (SANTA BARBARA COUNTY) 93110

REFERRAL CONTACT
Mrs. Zeta S. Noel, ATC
Administrator
(805) 963-8984
Wheelchair Accessible Program

PROGRAM TYPE: Activity Center

SERVICES PROVIDED

Occupational Therapy
Prevocational Training
Independent Living Skills Trng.
Hearing Services
Work Adjustment
Therapeutic Recreation Services
Speech Services
Work Experience
Social Services
Employment Prep. Trng.
Extended Employment

Voc. Trng.: Gardening & Landscape Maintenance

BUSINESS CAPABILITIES OF SHOP

Woodworking/Wood Products
Janitorial/Housekeeping
Ceramic Manufacturing
Gardening/Grounds Maintenance

Proprietary Products: Wood Products Sold on Campus

CLIENT WORK EXPERIENCES AVAILABLE (6 Assignments Available). Examples:

Store & Office Janitorial Work
Food Preparation & Sales
Landscape Maintenance
Instructional Aide Work

WORK, INC.
330 STATE STREET
SANTA BARBARA (SANTA BARBARA COUNTY) 93101

REFERRAL CONTACT
Walter Schmiedeskamp, Manager
of Voc. Development Program
(805) 963-1979

PROGRAM TYPE: Workshop

SERVICES PROVIDED

Psychological Services
Independent Living Skills Trng.
Voc. Eval. - Work Tryout
Employment Prep. Trng.
Vocational Counseling
Job Placement
Social Services
Work Experience
Work Adjustment
Extended Employment
Prevocational Trng.

Voc. Trng.: Electronics Assembly Trng., Janitorial Trng., & Power Sewing Trng.

Voc. Eval.: Work Sampling - Valpar, In-House Samples

WORK, INC. (cont'd)

SERVICES PROVIDED (cont'd)

Voc. Eval.: Psych. Testing- SPA Reading & Math Index, Employee Aptitude Survey, Interest Inventories, Purdue Pegboard, Crawford Small Parts Tests, Minnesota Clerical, IQ and Educational Achievement Test, Bennett Hand Tool Dexterity Test

BUSINESS CAPABILITIES OF SHOP

- Hand & Machine Packaging
- Woodworking/Wood Products
- Printing Shop Services
- Clerical/Typing/Mailing Services
- Hand Assembly
- Paint Spraying
- Electric/Electronic Assembly
- Metal Machine/Deburring
- Metal Fabrication & Assembly
- Plastic Fabrication
- Machine Sewing
- Welding

CLIENT WORK EXPERIENCES AVAILABLE (40 Assignments Available) Examples:

- Skin Packer
- Elec. Assembler
- Kick Press Oper.
- Woodworker
- Solder
- Etching
- Riveting Mach. Oper.
- Furniture Assembler
- Shrink Wrapper

WORK TRAINING PROGRAM, INC.

227 NORTH NOPAL STREET
SANTA BARBARA (SANTA BARBARA COUNTY) 93103

REFERRAL CONTACT
Stefen A. Sorsoli, Exec. Director
Frank Kronberg, Trng. Coordinator
Betty Baker Powell, Administrati
Services Manager
David Farris, Client Services
Coordinator
(805) 965-0404
Wheelchair Accessible Program

PROGRAM TYPE: Prevocational/Vocational Training Center

SERVICES PROVIDED

- Vocational Counseling
- Voc. Eval. - Work Tryout
- Employment Prep. Trng.
- Prevocational Trng.
- Work Adjustment
- Job Placement
- Social Services
- Independent Living Skills Trng.
- Work Experience

Voc. Trng.: Electronic Mechanical Assembly, Food Services, Building & Grounds Maintenance, Clerical/Semi-Clerical

NORTH SANTA BARBARA COUNTY REHABILITATION CENTER

2445 "A" STREET, P.O. BOX 1037
SANTA MARIA (SANTA BARBARA COUNTY) 93456

REFERRAL CONTACT
Kevin M. Dolan, Rehab. Director
John Bartelt, Asst. Counselor
(805) 922-7381
Wheelchair Accessible Program

PROGRAM TYPE: Activity Center, Work Activity Center

SERVICES PROVIDED

- Vocational Counseling
- Employment Prep. Trng.
- Independent Living Skills Trng.
- Special Education
- Prevocational Trng.
- Work Adjustment
- Job Placement
- Sensory Motor Trng.
- Work Experience
- Therapeutic Recreation Services

NORTH SANTA BARBARA COUNTY REHAB. (cont'd)

SERVICES PROVIDED (cont'd)

Voc. Trng.: Janitorial Maintenance, Food Service, Woodshop & Aide Trng.

Voc. Eval.: Work Sampling - Valpar, MDC Work Samples, JEVS, In-House Samples
Psych. Testing- Achievement Tests, Interest Inventories, & Aptitude Tests

BUSINESS CAPABILITIES OF SHOP

Gardening/Grounds Maint.
Woodworking/Wood Products
Metal Fabrication Assembly
Hand & Machine Packaging
Janitorial/Housekeeping
Hand Assembly
Machine Sewing
Electric/Electronic Assembly
Metal Machine/Deburring
Salvage/Recycling
Appliance
Renovation/Sales Donated Items
Paint Spraying

Proprietary Products: Pallet Manufacturing, Booster Buttons, Road Barriers, Surveyor Stakes, Food Service

CLIENT WORK EXPERIENCES AVAILABLE (18 Assignments Available). Examples:

Power Machine Operator
Pneumatic Tool Operator
Weight/Measure Specialists
Gardener
Janitor
Warehouseman
Drill Press Operator
Route Operator
Bus Driver
Maid
Cook
Waiter

GOODWILL INDUSTRIES OF SANTA CRUZ, MONTEREY & SAN LUIS OBISPO COUNTIES
350 ENCINAL
SANTA CRUZ (SANTA CRUZ COUNTY) 95060

REFERRAL CONTACT
Michael Stinson, Director
Rehabilitation Services
(408) 423-8511
Wheelchair Accessible Program

PROGRAM TYPE: Workshop

SERVICES PROVIDED

Voc. Eval. - Work Tryout
Employment Prep. Trng.
Job Placement
Prevocational Trng.
Vocational Counseling
Work Adjustment
Extended Employment
Work Experience

Voc. Trng.: T.V. Repair, Radio Repair

Voc. Eval.: Work Sampling - Valpar, Singer
Psych. Testing- Purdue & Stromberg Dexterity, WRAT, Gates-MacGinific, WRIOT, COPS, General Clerical Test, Bennet Mechanical Comprehension, Gordon Occupational Checklist, Ravens Progressive Matrices, Revised BETA

BUSINESS CAPABILITIES OF SHOP

Hand Assembly
Renovation/Sales Donated Items
Hand & Machine Packaging

Proprietary Products: Bus Benches

GOODWILL INDUSTRIES (cont'd)

CLIENT WORK EXPERIENCES AVAILABLE (20 Assignments Available). Examples:
- Power Machine Operators
- Parts Assembler
- Packager
- Cement Form Assembler
- Electronic Soldering
- Janitorial/Custodian
- Drill Press Operator
- Cashier/Sales Person
- Clerk/Typist

SKILLS CENTER

951 41ST AVENUE
SANTA CRUZ (SANTA CRUZ COUNTY) 95062

REFERRAL CONTACT
Margene Eddy, Rehabilitation Services Director
Kristin Mills, Intake Coordinator
(408) 476-6501
Wheelchair Accessible Program

PROGRAM TYPE: Workshop, Work Activities Center, Activity Center & Social Adjustment

SERVICES PROVIDED
- Vocational Counseling
- Social Services
- Independent Living Skills Trng.
- Prevocational Trng.
- Voc. Eval. - Work Tryout
- Extended Employment
- Work Experience
- Work Adjustment

Other: Los Companeros - A Companionship, Tutorial Program Providing One-To-One Relationship for 20-30 Hours Per Month (Community Resources, Mobility, Shopping, Recreation)

BUSINESS CAPABILITIES OF SHOP
- Hand Assembly
- Woodworking/Wood Products
- Janitorial/Housekeeping
- Greenhouse/Gardening/Grounds Maint.
- Electric/Electronic Assembly
- Hand & Machine Packaging
- Mailing Services
- Shrink Wrapping

CLIENT WORK EXPERIENCES AVAILABLE (25 Assignments Available). Examples:
- Janitorial
- Wood Working
- Electronic Assembly
- Mailing Service
- Packaging
- Collating
- Box Folding
- Greenhouse Maintenance
- Mechanical Assembly
- Shrink Wrapping

CAMARILLO STATE HOSPITAL WORK TRAINING CENTER

P.O. BOX A
CAMARILLO (VENTURA COUNTY) 93030

REFERRAL CONTACT
(805) 484-3661, Exts. 2441-2255

PROGRAM TYPE: Work Activities Center

SERVICES PROVIDED (Services Available Thru Hospital Indicated By *)
- Therapeutic Recreational Services*
- Voc. Eval. - Work Tryout Approach*
- Psychological Services*
- Extended Employment*
- Work Adjustment*
- Speech Services*
- Social Services*
- Medical Evaluation*
- Medical Management*
- Prevocational Therapy*
- Occupational Therapy*
- Physical Therapy*
- Hearing Services*
- Work Experience*

CAMARILLO STATE HOSPITAL (cont'd)

BUSINESS CAPABILITIES OF SHOP
- Electric/Electronic Assembly
- Hand & Machine Packaging
- Hand Assembly
- Janitorial/Housekeeping
- Ceramic Manufacturing
- Salvage/Recycling

Proprietary Products: Ceramic Wind Chimes

CLIENT WORK EXPERIENCES AVAILABLE (20 Assignments Available). Examples:
- Wax Machine Operator
- Slip Machine Operator
- Power Machine Operator
- Floor Polisher
- Computer Operators
- Recycling
- Packager
- Assemblers

VENTURA COUNTY ASSOC. FOR THE RETARDED
CAMARILLO
1732 LEWIS ROAD, P.O. BOX 646
CAMARILLO (VENTURA COUNTY) 93010

REFERRAL CONTACT
Lee Maxwell, Manager
Rehabilitation Services
Maria Frunk, Rehab. Counselor
(805) 482-9831
Wheelchair Accessible Program

PROGRAM TYPE: Work Activities Center,
Activity Center

SERVICES PROVIDED
- Vocational Counseling
- Prevocational Trng.
- Work Experience
- Work Adjustment
- Job Placement
- Adult Education
- Employment Prep. Trng.
- Extended Employment
- Social Rehabilitation

Voc. Trng.: Electronics Assembly

Other: Adult Education, Social Rehabilitation

BUSINESS CAPABILITIES OF SHOP
- Hand Assembly
- Janitorial/Housekeeping
- Metal Fabrication & Assembly
- Salvage/Recycling
- Hand & Machine Packaging
- Electric/Electronic Assembly

CLIENT WORK EXPERIENCES AVAILABLE (12 Assignments Available). Examples:
- Floor Polishing Maintenance
- Electronic Assembly
- Hand Assembly (Mechanical)
- Housekeeping
- Packaging
- Weaving
- Janitorial Maintenance
- Agriculture
- Food Service
- Collating
- Knitting

VCAR INDUSTRIAL WORKSHOP
373 DAWSON DRIVE
CAMARILLO (VENTURA COUNTY) 93010

REFERRAL CONTACT
Marsha Cobb, Vocational
Counselor
(805) 482-8815
Wheelchair Accessible Program

PROGRAM TYPE: Workshop

VCAR INDUSTRIAL WORKSHOP (cont'd)

SERVICES PROVIDED
- Voc. Eval. - Work Tryout
- Employment Prep. Trng.
- Job Placement
- Work Experience
- Vocational Counseling
- Extended Employment
- Work Adjustment

BUSINESS CAPABILITIES OF SHOP
- Hand & Machine Packaging
- Metal Machining & Deburring
- Hand Assembly
- Sorting/Quality Control
- Collating/Stapling

CLIENT WORK EXPERIENCES AVAILABLE (9 Assignments Available). Examples:
- Hand & Machine Packaging
- Shrink & Skin Assembly
- Collating & Stapling
- Sorting
- Mechanical & Material Handling

COMMUNITY HELP CENTER/VCAR ENTERPRISES
(VENTURA COUNTY ASSOCIATION FOR RETARDED)
3150 SCHOOL STREET
SIMI VALLEY (VENTURA COUNTY) 93065

REFERRAL CONTACT
Josephann Strano, Counselor
(805) 527-1358
Wheelchair Accessible Program

PROGRAM TYPE: Work Activities Center

SERVICES PROVIDED
- Vocational Counseling
- Employment Prep. Trng.
- Independent Living Skills Trng.
- Work Adjustment
- Prevocational Trng.
- Extended Employment
- Job Placement
- Work Experience

Voc. Trng.: Electronics Trng., Bench Assembly, Welding Trng., Trng. in Ceramic Clay Production

Voc. Eval.: Work Sampling - Valpar, JEVS

BUSINESS CAPABILITIES OF SHOP
- Hand Assembly
- Electric/Electronic Assembly
- Paint Spraying
- Hand & Machine Packaging
- Metal Machining & Deburring

Proprietary Products: Windchimes

CLIENT WORK EXPERIENCES AVAILABLE (40 Assignments Available). Examples:
- Box & Bag Packaging
- Buffing & Deburring
- Sorting & Salvage Work
- Metal Cutting
- Ceramic Windchime
- Shrink Packaging
- Electronic Assembly
- Spray Painting

SERN REGION 5

ALAMEDA COUNTY ASSOC. FOR THE MENTALLY
RETARDED - BERKELEY CENTER
1007 UNIVERSITY AVENUE
BERKELEY (ALAMEDA COUNTY) 94710

REFERRAL CONTACT
Supportive Services Coordinator
(415) 814-0430
Wheelchair Accessible Program

PROGRAM TYPE: Work Activities Center

SERVICES PROVIDED
- Psychological Services
- Independent Living Skills Trng.
- Extended Employment
- Social Relations (Sexuality)
- Prevocational Trng.
- Drama & Dance
- Social Services
- Work Experience
- Academics
- Recreational (P.E.-Adaptive P.E.)
- Employment Prep. Trng.

BUSINESS CAPABILITIES OF SHOP
- Hand Assembly
- Hand Packaging
- Glue Gun Operation

CLIENT WORK EXPERIENCES AVAILABLE (12 Assignments Available). Examples:
- Assembling
- Gluing
- Heat Sealing
- Corrugated Stripping
- Collating
- Die Cut Pad-Making
- Glue Gun Operator
- Typing Insert folders
- Taping

ALAMEDA COUNTY ASSOC. FOR THE MENTALLY
RETARDED - DAWN WORKSHOP
37169 ST. JAMES STREET - P.O. BOX M-2
FREMONT (ALAMEDA COUNTY) 94537

REFERRAL CONTACT
Supportive Service Coordinator
(415) 792-2012
Wheelchair Accessible Program

PROGRAM TYPE: Work Activities Center

SERVICES PROVIDED
- Speech Services
- Independent Living Skills Trng.
- Extended Employment
- Therapeutic Recreational Services
- Prevocational Trng.
- Work Experience

BUSINESS CAPABILITIES OF SHOP
- Hand Assembly
- Machine Sewing
- Metal/Machine Deburring
- Janitorial/Housekeeping
- Electric/Electronic Assembly
- Ceramic Manufacturing
- Hand & Machine Packaging
- Woodworking/Wood Products
- Salvage/Recycling
- Painting
- Furniture Repair/Refinishing
- Clerical/Typing/Mailing Services

CLIENT WORK EXPERIENCES AVAILABLE (17 Assignments Available). Examples:
- Winding
- Sorting
- Hemming
- Collating
- Painting
- Cobelling Bobbins
- Heat Sealing
- Sewing & Rolling Muslin Bags to Size
- Drill Pressing
- Cutting
- Packaging Tire Weights
- Labeling

ALAMEDA COUNTY ASSOC. FOR THE MENTALLY
RETARDED - WALPERT CENTER
1101 WALPERT STREET
HAYWARD (ALAMEDA COUNTY) 94541

REFERRAL CONTACT
Supportive Services Coordinator
(415) 582-8151
Wheelchair Accessible Program

PROGRAM TYPE: Work Activities Center

SERVICES PROVIDED
- Speech Services
- Vocational Counseling
- Extended Employment
- Independent Living Skills Trng.
- Social Services
- Work Experience
- Basic Education Classes

BUSINESS CAPABILITIES OF SHOP
- Hand Assembly
- Appliance Repair
- Clerical/Typing/Mailing Services
- Hand & Machine Packaging
- Salvage/Recycling

CLIENT WORK EXPERIENCES AVAILABLE (8 Assignments Available). Examples:
- Sorting/Identifying Parts
- Machine Operation
- Cleaning/Packaging of Overalls, Gloves, Respirators
- Microfilm Scanning
- Janitorial
- Skin Packaging

ALAMEDA COUNTY ASSOC. FOR THE MENTALLY
RETARDED - TWIN VALLEY ENTERPRISES
2055 RESEARCH DRIVE
LIVERMORE (ALAMEDA COUNTY) 94550

REFERRAL CONTACT
Supportive Services Coordinator
(415) 455-1090
Wheelchair Accessible Program

PROGRAM TYPE: Work Activities Center

SERVICES PROVIDED
- Prevocational Trng.
- Extended Employment
- Independent Living Skills Trng.
- Work Adjustment
- Social Services

BUSINESS CAPABILITIES OF SHOP
- Hand Assembly
- Metal Machine/Deburring
- Hand & Machine Packaging
- Ceramic Manufacturing
- Copy Services
- Metal Fabrication Assembly
- Electric/Electronic Assembly

CLIENT WORK EXPERIENCES AVAILABLE (8 Assignments Available). Examples:
- Assembler
- Collating
- Bulk Mailing
- Ceramic Operations
- Sheet Metal Operations
- Copier Equip. Operation

ALAMEDA COUNTY ASSOC. FOR THE MENTALLY
RETARDED - OAKLAND WORKSHOP
2266 EAST 14TH STREET
OAKLAND (ALAMEDA COUNTY)

REFERRAL CONTACT
Supportive Services Coordinator
(415) 532-4344
Wheelchair Accessible Program

PROGRAM TYPE: Work Activities Center

ALAMEDA COUNTY - OAKLAND WORKSHOP (cont'd)

SERVICES PROVIDED
Prevocational Trng.
Independent Living Skills Trng.
Work Adjustment
Work Experience
Extended Employment

BUSINESS CAPABILITIES OF SHOP
Hand Assembly
Salvage/Recycling

CLIENT WORK EXPERIENCES AVAILABLE (4 Assignments Available). Examples:
Hand Assembling
Salvage/Recycling
Collating Printed Material
Hand Packaging

ALAMEDA COUNTY ASSOC. FOR THE MENTALLY RETARDED - MOBILE SERVICES UNIT
1200 50TH AVENUE
OAKLAND (ALAMEDA COUNTY) 94601

REFERRAL CONTACT
Janet Lilly, Support Services Coordinator
(415) 536-6001

PROGRAM TYPE: Workshop

SERVICES PROVIDED
Vocational Counseling
Employment Prep. Trng.
Work Experience
Independent Living Skills Trng.
Voc. Eval. - Work Tryout
Work Adjustment
Extended Employment

Voc. Trng.: Bicycle Repair, Grounds Maintenance, Janitorial Service, Salvage

BUSINESS CAPABILITIES OF SHOP
Gardening/Grounds Maintenance
Janitorial/Housekeeping
Office Aide
Hand Assembly
Salvage/Recycling

CLIENT WORK EXPERIENCES AVAILABLE (8 Assignments Available). Examples:
Mover
Raking
Pruning
Sorting
Bicycle Repair Persons
Packaging & Counting
Office Aide
Edging
Floor Polisher Operator
Maintenance Operations
Window Cleaning

ALAMEDA COUNTY ASSOC. FOR THE MENTALLY RETARDED - SAN LEANDRO CENTER
2141 BANCROFT AVENUE
SAN LEANDRO (ALAMEDA COUNTY) 94577

REFERRAL CONTACT
Supportive Services Coordinator
(415) 352-2800
Wheelchair Accessible Program

PROGRAM TYPE: Work Activity Center

SERVICES PROVIDED
Voc. Eval. - Work Tryout
Independent Living Skills Trng.
Therapeutic Recreational Services
Work Adjustment
Prevocational Trng.
Extended Employment
Social Services
Work Experience

Voc. Trng.: Assembly Line Packaging & Assembly

ALAMEDA COUNTY - SAN LEANDRO CENTER (cont'd)

BUSINESS CAPABILITIES OF SHOP

Hand Assembly
Hand & Machine Packaging
Electric/Electronic Assembly
Gardening/Grounds Maintenance
Janitorial/Housekeeping

CLIENT WORK EXPERIENCES AVAILABLE (14 Assignments Available). Examples:

Calibrating & Setting Spring Tension
Grounds Maintenance
Packaging
Janitorial
Shrink Packaging
Shipping & Receiving
Counting
Sealing
Assembly

CEREBRAL PALSY CENTER FOR THE BAY AREA

4500 LINCOLN AVENUE
OAKLAND (ALAMEDA COUNTY) 94602

PROGRAM TYPE: Work Activities Center, Activity Center

REFERRAL CONTACT

Doris Wotowicz, Counselor/
Program Manager
(415) 531-3323
Wheelchair Accessible Program

SERVICES PROVIDED

Therapeutic Recreation Services
Independent Living Skills Trng.
Work Experiences
Hearing Services
Speech Services
Prevocational Trng.
Extended Employment
Physical Therapy
Social Services

Other: Basic Education

BUSINESS CAPABILITIES OF SHOP

Hand Assembly
Heat Sealing
Clerical/Typing/Mailing Services
Saddlestitching
Shrink Packaging
Hand & Machine Packaging
Collating
Graphotype/Addressograph
Printing Shop Services

CLIENT WORK EXPERIENCES AVAILABLE (8 Assignments Available). Examples:

Assemblying
Grapho Typing
Heat Sealing
Collating
Shrink Packaging
Addressographing
Saddlestitching

GOODWILL INDUSTRIES OF THE GREATER EAST BAY

212 NINTH STREET
OAKLAND (ALAMEDA COUNTY) 94607

PROGRAM TYPE: Workshop

REFERRAL CONTACT

Cliff Courrier, Chief Evaluator
(415) 451-8786
Wheelchair Accessible Program

GOODWILL - GREATER EAST BAY (cont'd)

SERVICES PROVIDED

Independent Living Skills Trng.
Employment Prep. Trng.
Voc. Eval. - Work Tryout
Job Placement
Work Adjustment
Vocational Counseling
Extended Employment
Medical Evaluation
Work Experience

Voc. Trng.: Janitorial, Food Service, Shipping & Receiving, Upholstery

Voc. Eval.: Work Sampling - JEVS, Singer, McCarron-Dial WES, In-House Sample
Psych. Testing- Adult Basic Learning Exam, Levels II & III, PIAT, COPS WRIOT, GATB

BUSINESS CAPABILITIES OF SHOP

Furniture Repair/Refinishing
Janitorial/Housekeeping
Salvage/Recycling
Appliance Repair
Paint Spraying
Hand & Machine Packaging
Renovation/Sales Donated Items
Printing Shop Services
Upholstering
Hand Assembly

CLIENT WORK EXPERIENCES AVAILABLE. Examples:

Clothes Sorting
Packaging & Distribution
Cleaning
Repairing

CONTRA COSTA COUNTY ASSOC. FOR THE MENTALLY RETARDED
WORK TRAINING CENTER - EAST
1101 RAILROAD AVENUE
PITTSBURG (CONTRA COSTA COUNTY) 94565

REFERRAL CONTACT
John Houtrouw, Director
Natalie Begor, Development Coor.
Sue Haseltine, Case Program Mgr.
(415) 432-3526
Wheelchair Accessible Program

PROGRAM TYPE: Workshop, Work Activities Center

SERVICES PROVIDED

Extended Employment
Psychological Services
Work Experience
Prevocational Trng.
Employment Prep. Trng.
Independent Living Skills
Social Services
Hearing Services
Work Adjustment
Job Placement
Occupational Therapy
Vocational Counseling

Other: Food Service Program, Drivers Training

Voc. Trng.: Gardening, Janitorial, Food Services, (Provide Community Services)

Voc. Eval.: Work Sampling - In-House Samples

BUSINESS CAPABILITIES OF SHOP

Gardening/Grounds Maintenance
Clerical/Typing/Mailing Services
Woodworking/Wood Products
Hand & Machine Packaging
Metal Machine/Deburring
Janitorial/Housekeeping
Hand Assembly
Machine Sewing
Sales Donated Items
Salvage/Recycling
Ceramic Manufacturing

Proprietary Products: Macrame Beads, Wind Chimes, End Tables "Spool Tables," Coffee Tables, Firewood Packing

CONTRA COSTA ASSOC. - EAST (cont'd)

CLIENT WORK EXPERIENCES AVAILABLE (6-10 Assignments Available). Examples:

Gardening
Packaging
Assembly
Janitorial
Food Preparation
Fork Lift Operator
Truck Driver
Box Manufacture
Power Machine Sewing
Power Equipment
Nail Reclaim

MANY HANDS, INC.
P.O. BOX 1487
PITTSBURGH (CONTRA COSTA COUNTY) 94565

REFERRAL CONTACT
Robert J. Teegarden
(415) 754-5915
Wheelchair Accessible Program

PROGRAM TYPE: Workshop, Activity Center

SERVICES PROVIDED

Prevocational Trng.
Independent Living Skills Trng.
Extended Employment
Work Adjustment
Work Experience
Psychological Services

BUSINESS CAPABILITIES OF SHOP

Hand Assembly
Salvage/Recycling
Gardening/Grounds Maintenance

CLIENT WORK EXPERIENCES AVAILABLE (11 Assignments Available). Examples:

Breaking Down Boxes
Operating Glass Shredder
Operating Forklift
Bailling
Gardening Maintenance
Pallet Nailing
Sorting
Janitorial
Smashing Cans
Truck Driving
Bundling Newspaper

CONTRA COSTA COUNTY ASSOC. FOR THE
MENTALLY RETARDED
WORK TRAINING CENTER - CENTRAL
490 GOLF CLUB ROAD
PLEASANT HILL (CONTRA COSTA COUNTY) 94523

REFERRAL CONTACT
David Duart, Facility Director
(415) 825-5665
Wheelchair Accessible Program

PROGRAM TYPE: Workshop, Work Activities Center

SERVICES PROVIDED

Employment Prep. Trng.
Work Experience
Independent Living Skills Trng.
Job Placement
Extended Employment

Other: Sex Education

Voc. Eval.: Work Sampling - McCarron-Dial WES

BUSINESS CAPABILITIES OF SHOP

Hand Assembly
Janitorial/Housekeeping
Gardening/Grounds Maintenance
Salvage/Recycling
Hand & Machine Packaging

CONTRA COSTA ASSOC. - CENTRAL (cont'd)

CLIENT WORK EXPERIENCES AVAILABLE (16 Assignments Available). Examples:

- Air Pump Assembly
- Carpet Cleaning
- Program Aide
- Heat Sealing
- Tea Blending
- Hand Assembly
- Gardening
- Rototilling

MT. DIABLO REHABILITATION CENTERS
490 GOLF CLUB ROAD
PLEASANT HILL (CONTRA COSTA COUNTY) 94523

REFERRAL CONTACT
Admissions Coordinator
(415) 682-6330
Wheelchair Accessible Program

PROGRAM TYPE: Comprehensive Rehabilitation Center (Outpatient Only), Speech & Hearing Center, Workshop, Work Activities Center, Independent Living Services Program, Psychoeducational Services Program

SERVICES PROVIDED (Fees For Service Indicated By *)

- Medical Evaluation*
- Physical Therapy
- Psychological Services*
- Prevocational Trng.
- Work Experience*
- Independent Living Skills Trng.*
- Occupational Therapy*
- Vocational Counseling
- Job Placement
- Medical Management
- Speech Services*
- Social Services
- Voc. Eval. - Work Tryout*
- Employment Preparation
- Extended Employment
- Hearing Services*
- Work Adjustment*

Voc. Trng.: Medical Records Clerk, Secretary, Nursing Assistant, General Clerical, Rehabilitation Aide

Voc. Eval.: Work Sampling - MICRO-TOWER, Valpar, Hester Evaluation, In-House Samples, Westcom Job Samples
Psych. Testing- Academic & Interest Testing Only

BUSINESS CAPABILITIES OF SHOP

- Hand Assembly
- Woodworking/Wood Products
- Hand & Machine Packaging
- Electric/Electronic Assembly
- Metal Machining & Deburring

CLIENT WORK EXPERIENCES AVAILABLE (20 Assignments Available). Examples:

- Machine Operators
- Clerical Skills
- Inventory Control
- Grounds Keeping
- Electronic Assembly
- Hand Assembly
- Forklift
- Collating

CONTRA COSTA COUNTY ASSOC. FOR THE MENTALLY RETARDED
WORK TRAINING CENTER - WEST
3563 SAN PABLO DAM ROAD
RICHMOND (CONTRA COSTA COUNTY) 94803

REFERRAL CONTACT
John Rumsey, Director
Barbara Maizie, Rehab. Coor.
(415) 222-4842
Wheelchair Accessible Program

PROGRAM TYPE: Work Activities Center

CONTRA COSTA ASSOC. - WEST (cont'd)

SERVICES PROVIDED
- Employment Prep. Trng.
- Job Placement
- Independent Living Skills Trng.
- Extended Employment
- Prevocational Trng.
- Work Experience
- Work Adjustment

BUSINESS CAPABILITIES OF SHOP
- Hand Assembly
- Electric/Electronic Assembly
- Hand & Machine Packaging
- Janitorial/Housekeeping
- Salvage

CLIENT WORK EXPERIENCES AVAILABLE (10 Assignments Available). Examples:
- Sorting
- Packaging
- Collating
- Housekeeping
- Janitorial
- Assembling
- Food Preparation
- Cashiering

MARIN COMMUNITY WORKSHOP, INC.
70 LOMITA DRIVE
MILL VALLEY (MARIN COUNTY) 94941

REFERRAL CONTACT
Larry Stebbins, Director of Rehabilitation Services
Larry Wilks, Vocational Counselor
(415) 381-0373
Wheelchair Accessible Program

PROGRAM TYPE: Work Activities Center, Workshop, Activity Center

SERVICES PROVIDED
- Vocational Counseling
- Work Experience
- Vocational Education
- Extended Employment
- Social Services
- Voc. Eval. - Work Tryout
- Prevocational Trng.
- Employment Prep. Trng.
- Job Placement
- Work Adjustment

Voc. Eval.: Work Sampling - In-House Samples

BUSINESS CAPABILITIES OF SHOP
- Hand Assembly
- Printing Shop Services
- Clerical/Typing/Mailing
- Hand & Machine Packaging
- Woodworking/Wood Products
- Electric/Electronic Assembly

CLIENT WORK EXPERIENCES AVAILABLE (12 Assignments Available). Examples:
- Assembler
- Sorting
- Packaging
- Wood Working
  (Cutoff Saw, Band Saw, Sander, Router)
- Fabrication

DISABLED EMPLOYEE'S REHABILITATION, INC.
2331 THIRD STREET
SAN FRANCISCO (SAN FRANCISCO COUNTY) 94107

REFERRAL CONTACT
Ming Chun, Executive Director
(415) 626-5396
Wheelchair Accessible Program

PROGRAM TYPE: Workshop, Work Activities Center

SERVICES PROVIDED
- Job Placement
- Vocational Counseling
- Work Experience
- Social Services
- Prevocational Trng.
- Extended Employment
- Work Adjustment

DISABLED EMPLOYEE'S REHAB. (cont'd)

BUSINESS CAPABILITIES OF SHOP
- Hand Packaging
- Hand Assembly

CLIENT WORK EXPERIENCES AVAILABLE (5 Assignments Available). Examples:
- Loading (Warehousing)
- Gluing
- Assembling
- Packaging
- Folding

GOODWILL INDUSTRIES OF SAN FRANCISCO
980 HOWARD STREET
SAN FRANCISCO (SAN FRANCISCO COUNTY) 94103

PROGRAM TYPE: Workshop

REFERRAL CONTACT
Kristen Dolph, Rehab. Counselor
Rob Hollis, Vocational Evaluator
(415) 362-0778
Wheelchair Accessible Program

SERVICES PROVIDED
- Extended Employment
- Medical Evaluation
- Vocational Counseling
- Voc. Eval. - Work Tryout
- Job Placement
- Work Experience
- Work Adjustment
- Employment Prep. Trng.

Voc. Trng.: Warehousing, Shoe Repair, Upholstery, Sales, Food Service, Janitorial, Small Appliance Repair

Voc. Eval.: Work Sampling - Singer

BUSINESS CAPABILITIES OF SHOP
- Electric/Electronic Assembly
- Furniture Repair/Refinishing
- Renovation/Sales Donated Items
- Paint Spraying
- Hand & Machine Packaging
- Woodworking/Wood Products
- Hand Assembly
- Appliance Repair
- Upholstering
- Salvage/Recycling
- Janitorial/Housekeeping

CLIENT WORK EXPERIENCES AVAILABLE (45 Assignments Available). Examples:
- Telephone Answering
- Switchboard Operation
- Painting
- Industrial Sewing
- Cashiering
- Upholstery
- Shoe Repairing
- Stripping
- Sales Clerking
- Janitorial
- Warehousing
- Refinishing

SFARC - RICHMOND/BROOKS EDUCATIONAL CENTER
89 BELLE AVENUE
SAN FRANCISCO (SAN FRANCISCO COUNTY) 94132

PROGRAM TYPE: Activity Center

REFERRAL CONTACT
Howard Lewis, Social Worker
(415) 994-8372
Partially Wheelchair Accessible Because of Bathrooms

SERVICES PROVIDED
- Social Services/Education
- Individualized Program Plans Thru An Assessment Process
- Prevocational Trng.

SAN FRANCISCO COMMUNITY REHABILITATION
WORKSHOP, INC.
191 8TH STREET
SAN FRANCISCO (SAN FRANCISCO COUNTY) 94103

REFERRAL CONTACT
Ms. Lesley Frysh, Director
Program Services
(415) 431-9200

PROGRAM TYPE: Workshop

SERVICES PROVIDED (Negotiated Fee Indicated By *)
- Prevocational Trng.
- Work Adjustment*
- Employment Prep. Trng.*
- Voc. Eval. - Work Tryout
- Work Experience
- Job Placement
- Work Experience

Voc. Trng.: General Clerical, Typing/Transcription, Bookkeeping, Janitorial Trng., Assembly, Warehouse Trng.*

Voc. Eval.: Work Sampling - JEVS, Valpar, ABLE, COPS
Psych. Testing- Peabody Individual Achievement Test

Other: Employment Follow-up, Communications Therapist (Hearing Impairment)

BUSINESS CAPABILITIES OF SHOP
- Hand & Machine Packaging
- Printing Shop Services
- Metal Fabrication Assembly
- Janitorial/Housekeeping
- Electric/Electronic Assembly
- Clerical/Typing/Mailing Services
- Machine Sewing
- Salvage/Recycling
- Hand Assembly
- Quality Control
- Metal Machine/Deburring

Consultation on Assembly, Packaging & Marketing

CLIENT WORK EXPERIENCES AVAILABLE (35-40 Assignments Available). Examples:
- Envelope Stuffing
- Heat Sealing
- Shrink Wrapping
- Deburring
- Eyeleting
- Bagging
- Grommeting
- Spine Binding
- Duplicating
- Drilling and Tapping

TOOLWORKS, INC.
355 FREMONT STREET
SAN FRANCISCO (SAN FRANCISCO COUNTY) 94105

REFERRAL CONTACT
Phyllis Heenan, Social Worker
Debbie Levy-Schoem, Social Worker
(415) 543-7831
Wheelchair Accessible Program

PROGRAM TYPE: Workshop

SERVICES PROVIDED
- Employment Prep. Trng.
- Job Placement
- Prevocational Trng.
- Work Experience
- Work Adjustment
- Social Services
- Vocational Counseling

Other: Electronic Assembly

BUSINESS CAPABILITIES OF SHOP
- Electric/Electronic Assembly
- Woodworking/Wood Products
- Drill Bit Sharpening
- Metal Machine Deburring
- Spray Painting
- Salvage/Recycling
- Metal Fabrication Assembly

Proprietary Products: Handy Hooker Kits

TOOLWORKS, INC. (cont'd)

CLIENT WORK EXPERIENCES AVAILABLE (12 Assignments Available). Examples:

- Salvaging PG&E Tools
- Drilling & Tapping
- Electronic Assembly
- Buffing Aluminum Assemblies
- Deburring Casting
- Spray Painting
- Edge Rounding
- Machine Operator (Drilling, Tapping, Stamping

SAN MATEO COUNTY
VOCATIONAL REHABILITATION SERVICES CENTER
1300 ELMER STREET
BELMONT (SAN MATEO COUNTY) 94002

REFERRAL CONTACT
Benjamin Friedland
(415) 573-3591
Wheelchair Accessible Program

PROGRAM TYPE: Workshop

SERVICES PROVIDED (Negotiated Fee Noted By *)

- Medical Evaluation*
- Medical Management*
- Vocational Counseling
- Voc. Eval. - Work Tryout
- Work Experience
- Employment Prep.
- Psychological Services*
- Prevocational Training
- Work Adjustment
- Job Placement
- Extended Employment
- Physical Therapy*

Voc. Trng.: Electronic Assembly

Voc. Eval.: Psych. Testing: WAIS, Purdue Pegboard, Wide Range Achievement Test, California Achievement Test, Crawford & Minnesota Dexterity, Employee Aptitude Survey, Lee Thorpe Occupational Interest Inventory, Hollard Vocational Reference Inventory, Design Judgement, Strong Campbell II Vocational Interest Test

BUSINESS CAPABILITIES OF SHOP

- Hand Assembly
- Woodworking/Wood Products
- Metal Machine & Deburring
- Salvage/Recycling
- Hand & Machine Packaging
- Electric/Electronic Assembly
- Metal Fabrication Assembly
- Machine Sewing

CLIENT WORK EXPERIENCES AVAILABLE (70-90 Assignments Available). Examples:

- Fabrication of Pool Cleaners
- Metal Fabrication Assemblers
- Salvage & Recycling Workers
- Hand Assemblers
- Sewing Machine Operators
- Hand & Machine Packaging
- Electronic Assemblers
- Woodworkers

EASTER SEAL SOCIETY OF SAN MATEO COUNTY
1764 MARCO POLO WAY
BURLINGAME (SAN MATEO COUNTY) 94010

REFERRAL CONTACT
Eunice Coleman, Admissions Coor.
Bonnie Cassidy, Business Mgr.
(415) 697-8924
Wheelchair Accessible Program

PROGRAM TYPE: Rehabilitation Center, Selected Services, Speech & Hearing Center

EASTER SEAL SOCIETY OF SAN MATEO COUNTY (cont'd)

SERVICES PROVIDED

- Medical Evaluation
- Speech Services
- Therapeutic Recreational Services
- Independent Living Skills Trng.
- Occupational Therapy
- Social Services
- Physical Therapy
- Prevocational Trng.

Other: Adult Day Care Program, Camperships, Information & Referral, Loan Closet, Pre-Voc. Evaluation

EASTER SEAL SOCIETY OF SAN MATEO COUNTY
WORKSHOP
858 STANTON ROAD
BURLINGAME (SAN MATEO COUNTY) 94010

REFERRAL CONTACT
Cheryl Cairns, Director
Rehabilitation Services
(415) 692-3377
Wheelchair Accessible Program

PROGRAM TYPE: Workshop

SERVICES PROVIDED

- Voc. Eval. - Work Tryout
- Employment Prep. Trng.
- Independent Living Skills Trng.
- Prevocational Trng.
- Extended Employment
- Vocational Counseling
- Work Adjustment
- Job Placement
- Work Experience

Voc. Trng.: Skill Training in Entry Level Printing Skills

Voc. Eval.: Work Sampling - JEVS, Valpar

BUSINESS CAPABILITIES OF SHOP

- Electric/Electronic Assembly
- Clerical/Typing/Mailing Services
- Hand Assembly
- Printing Shop Services
- Hand & Machine Packaging

CLIENT WORK EXPERIENCES AVAILABLE (332/Yr., 40 Daily Assignments Available). Examples:

- Printers Helper
- Quality Control
- Hand Assembly
- Para-Supervision
- Voc. Eval. Aide
- Machine Operator
- Multi-Step Packager

KAINOS HOME & TRAINING CENTER -
VOCATIONAL TRAINING PROGRAM
3803 E. LAKE WAY
REDWOOD CITY (SAN MATEO COUNTY) 94062

REFERRAL CONTACT
Dorothy Philbrick
Diane Smith
(415) 366-3548
Wheelchair Accessible Program

PROGRAM TYPE: Work Activities Center

SERVICES PROVIDED

- Prevocational Trng.
- Extended Employment
- Work Adjustment

Other: Fitness Program, Crafts, Living Skills, Mental Growth Through Music

KAINOS (cont'd)

BUSINESS CAPABILITIES OF SHOP
- Gardening/Grounds Maintenance
- Machine Sewing
- Janitorial/Housekeeping
- Salvage/Recycling

Proprietary Products: Clothing

CLIENT WORK EXPERIENCES AVAILABLE (20 Assignments Available). Examples:
- Rug Hooking
- Leather Tooling
- Outdoor Maintenance
- Printing Operations
- Janitorial

POPLAR CENTER
515 EAST POPLAR AVENUE
SAN MATEO (SAN MATEO COUNTY) 94401

REFERRAL CONTACT
Esther Macey, Asst. Executive Director
Richard Yapp, Program Director
(415) 342-3558
Wheelchair Accessible Program

PROGRAM TYPE: Workshop, Work Activities Center, Activity Center

SERVICES PROVIDED
- Employment Prep. Trng.
- Independent Living Skills Trng.
- Voc. Eval. - Work Tryout
- Speech Services
- Job Placement
- Work Adjustment
- Vocational Counseling
- Prevocational Trng.
- Extended Employment
- Social Services
- Work Experience

Voc. Trng.: Culinary, Landscape, Gardening, Clerical & Community Living

Voc. Eval.: Work Sampling - McCarron-Dial WES

Other: California Project (Task Analysis), SB 820 Project (Concentration of Services for 15 Individuals, Basic Education)

BUSINESS CAPABILITIES OF SHOP
- Hand Assembly
- Hand & Machine Packaging
- Clerical/Typing/Mailing Services
- Culinary Training
- Gardening/Grounds Maintenance
- Janitorial/Housekeeping
- Shrink Wrapping

CLIENT WORK EXPERIENCES AVAILABLE (15 Assignments Available). Examples:
- Landscaping/Gardening
- Operating Jigs/Equipment
- Food Service
- Burnishing
- Glueing
- Mailing
- Clerical
- Sealing
- Electronic Disassembly
- Packaging
- Labeling
- Collating

HOPE REHABILITATION SERVICES
GILROY REHABILITATION CENTER
P.O. BOX 459
GILROY (SANTA CLARA COUNTY) 95020
SITE ADDRESS: 207 LEVESLEY ROAD
GILROY, CA 95020

REFERRAL CONTACT
Paul Andrew, Site Manager
Gil Cortez, Client Counselor
(408) 842-0334
Wheelchair Accessible Program

PROGRAM TYPE: Work Activities Center

HOPE REHABILITATION - GILROY (cont'd)

SERVICES PROVIDED

- Vocational Counseling
- Voc. Eval. - Work Tryout
- Job Placement
- Independent Living Skills Trng.
- Prevocational Trng.
- Work Experience
- Speech Services (By Evaluation)
- Employment Prep. Trng.
- Social Services
- Therapeutic Rec. Services
- Work Adjustment
- Extended Employment

Voc. Trng.: Janitorial

Voc. Eval.: Work Sampling - Valpar, MDC Work Samples & In-House Samples

BUSINESS CAPABILITIES OF SHOP

- Hand Assembly
- Janitorial/Housekeeping
- Hand & Machine Packaging
- Electric/Electronic Assembly

CLIENT WORK EXPERIENCES AVAILABLE (3 Assignments Available). Examples:

- Janitorial
- Hand Assembly
- Packaging

HOPE REHABILITATION SERVICES
MOUNTAIN VIEW REHABILITATION CENTER
313 WEST EVELYN AVENUE
MOUNTAIN VIEW (SANTA CLARA COUNTY) 94040

REFERRAL CONTACT
Peggy Waterston, Client Counselor
(415) 968-7064

PROGRAM TYPE: Work Activities Center

SERVICES PROVIDED

- Occupational Therapy
- Work Experience
- Prevocational Trng.
- Independent Living Skills Trng.
- Metal Machining & Deburring
- Gardening/Grounds Maintenance
- Work Adjustment
- Vocational Counseling
- Job Placement
- Voc. Eval. - Work Tryout
- Janitorial/Housekeeping

CLIENT WORK EXPERIENCES AVAILABLE (9 Assignments Available). Examples:

- Ski Waxer Assembly

COMMUNITY ASSOC. FOR RETARDED, INC.
3864 MIDDLEFIELD ROAD
PALO ALTO (SANTA CLARA COUNTY) 94303

REFERRAL CONTACT
Deb Royat, Director, Work Activity Program
(415) 494-0550
Wheelchair Accessible Program

PROGRAM TYPE: Work Activities Center

SERVICES PROVIDED

- Occupational Therapy
- Therapeutic Recreational Services
- Prevocational Trng.
- Independent Living Skills Trng.

Other: Basic Education

Voc. Eval.: Work Sampling - In-House Work Samples
Psych. Testing- San Francisco Voc. Competency Scale, Purdue Pegboard, Southern California Integrative Battery, AAMD Adaptive Behavior Scale

COMMUNITY ASSOCIATION (cont'd)

BUSINESS CAPABILITIES OF SHOP

- Hand Assembly
- Salvage/Recycling
- Graphic Arts/Silk Screening
- Clerical/Typing/Mailing
- Janitorial/Housekeeping
- Hand & Machine Packaging
- Gardening/Grounds Maintenance

Proprietary Products: Silkscreened Christmas Cards/All Occasion Cards

CLIENT WORK EXPERIENCES AVAILABLE (6 Assignments Available). Examples:

- Janitorial
- Packaging
- Grounds Maintenance
- Sorting
- Laundry
- Clerical

AGNEWS SHELTERED WORKSHOP
C/O AGNEWS STATE HOSPITAL
SAN JOSE (SANTA CLARA COUNTY) 95114

REFERRAL CONTACT
Robert DeVere (Serves Agnews Residents Only)
(408) 262-2100, Ext. 2319
Wheelchair Accessible Program

PROGRAM TYPE: Work Activities Center

SERVICES PROVIDED

- Medical Evaluation
- Therapeutic Recreation Services
- Occupational Therapy
- Voc. Eval. - Work Tryout
- Prevocational Trng.
- Physical Therapy
- Medical Management
- Hearing Services
- Psychological Services
- Independent Living Skills Trng.
- Vocational Counseling
- Employment Prep. Trng.
- Extended Employment
- Social Services
- Speech Services
- Work Adjustment

Voc. Trng.: Sheltered Workshop Worker

Voc. Eval.: Work Sampling - In-House Samples
Psych. Testing- WISC, WRIOT, Bender-Gestalt

BUSINESS CAPABILITIES OF SHOP

- Hand & Machine Packaging
- Metal Fabrication & Assembly
- Hand Assembly
- Salvage/Recycling
- Janitorial/Housekeeping
- Machine Sewing

CLIENT WORK EXPERIENCES AVAILABLE (9 Assignments Available). Examples:

- Packagers (Hand, Heat-Seal, Shrink)
- Paper/Metal Product Assemblers
- Sorting
- Hardware Sorter
- Janitorial
- Recycling

GOODWILL INDUSTRIES OF SANTA CLARA COUNTY
1080 NORTH 7TH STREET
SAN JOSE (SANTA CLARA COUNTY)

REFERRAL CONTACT
Mary Helen Thomas, Coordinator of Intake Services
(408) 998-5774

PROGRAM TYPE: Workshop, Work Activities Center Wheelchair Accessible Program

GOODWILL - SANTA CLARA COUNTY (cont'd)

SERVICES PROVIDED (Negotiated Fee Noted By *)

Medical Evaluation*
Occupational Therapy
Medical Management
Psychological Services
Job Placement
Work Experience*
Voc. Eval. - Work Tryout*
Prevocational Trng.
Social Services
Extended Employment
Vocational Counseling
Work Adjustment*
Employment Prep. Trng.*
Independent Living Skills

Voc. Trng.*: Electronics, Tech., Electronics Assembly, Semi-Conductor Assembly, Clerical, Secretarial-Word Proc. Acctg., Clerk, Food Services, Building Services, Upholstery, General Office Clerk

Voc. Eval.: Work Sampling* - Valpar, Singer, Hester, McCarron-Dial WES
Psych. Testing - Achievement, Intelligence, Personality, Interest & Special Aptitude Tests

BUSINESS CAPABILITIES OF SHOP

Hand Assembly
Paint Spraying
Collating
Salvage/Recycling
Janitorial/Housekeeping
Woodworking/Wood Products
Furniture Repair/Refinishing
Clerical/Typing/Mailing Services
Hand & Machine Packaging
Electric/Electronic Assembly
Printing Shop Services
Appliance Repair
Renovation/Sales
Metal Machining & Deburring
Metal Fabrication & Assembly
Machine Sewing

Proprietary Products: Bunk Beds & Mattresses

CLIENT WORK EXPERIENCES AVAILABLE (20 Assignments Available). Examples:

Electronics Solderer
Shrink Wrapping
Sander & Spray Person
Quality Controller
Materials Handler
Seamstress
Electronics Assembler
Cashier
Stockroom Clerk
Upholstery Cutter
Electronics Winder
Woodworker
Printing Press Oper.
Packager
Electronics Terminator
Collator
Sales Clerk

HOPE REHABILITATION SERVICES
ADULT DEVELOPMENT CENTER
2300 CLOVE DRIVE
SAN JOSE (SANTA CLARA COUNTY) 95128

REFERRAL CONTACT
Alex Pedregon, Coordinator of Intake Services
(415) 968-7064
Wheelchair Accessible Program

PROGRAM TYPE: Activity Center

SERVICES PROVIDED

Occupational Therapy
Prevocational Trng.
Independent Living Skills Trng.
Therapeutic Rec. Services
Psychological Services
Social Services
Speech Services

HOPE REHABILITATION SERVICES
PARKMOOR/LONUS REHABILITATION CENTERS
1539 PARKMOOR PLAZA/970 LONUS STREET
SAN JOSE (SANTA CLARA COUNTY) 95128

REFERRAL CONTACT
Alex Pedregon, Coordinator of Intake Services
(408) 998-4673
Wheelchair Accessible Program

PROGRAM TYPE: Work Activities Center

SERVICES PROVIDED
- Vocational Counseling
- Work Adjustment
- Social Services
- Independent Living Skills Trng.
- Job Placement
- Prevocational Trng.
- Employment Prep. Trng.
- Extended Employment
- Vocational Eval.
- Work Experience

Voc. Trng.: Janitorial, Groundskeeping & Clerical

Voc. Eval.: Work Sampling - Valpar, MDC Work Samples & Custom Made Work Samples

Other: Handi Service-Temporary Job Placement Within Local Industry

BUSINESS CAPABILITIES OF SHOP
- Hand Assembly
- Metal Machine/Deburring
- Paint Spraying
- Canning
- Machine Sewing
- Janitorial/Housekeeping
- Hand & Machine Packaging
- Woodworking/Wood Products
- Gardening/Grounds Maintenance
- Electric/Electronic Assembly
- Salvage/Recycling
- Clerical/Typing/Mailing

CLIENT WORK EXPERIENCES AVAILABLE (15 Assignments Available). Examples:
- Woodworking
- Inspection
- Packaging
- Salvaging
- Riveting
- Painting
- Sewing
- Collating
- Mass Mailing
- Shrink Wrapping
- Assembly
- Deburring

JACK DOUGLAS VOCATIONAL CENTER
1725 DE LA CRUZ BLVD. #6
SANTA CLARA (SANTA CLARA COUNTY) 95050

REFERRAL CONTACT
Mary Hill, Director
Barbara Coyne, MSW Foundation Social Worker
(408) 249-3982
Wheelchair Accessible Program

PROGRAM TYPE: Activity Center

SERVICES PROVIDED
- Occupational Therapy
- Social Services
- Independent Living Skills Trng.
- Psychological Services
- Prevocational Trng.

HOPE REHABILITATION SERVICES
HOPE-DE ANZA (SUNNYVALE) REHABILITATION CENTER
1115 HIDDENLAKE DRIVE
SUNNYVALE (SANTA CLARA COUNTY) 94086

REFERRAL CONTACT
Stan Williams, MSW
Alex Pedregon, Coordinator of Intake Services
(408) 734-5631
Wheelchair Accessible Program

PROGRAM TYPE: Work Activities Center

HOPE-DE ANZA (cont'd)

SERVICES PROVIDED

- Vocational Counseling
- Work Adjustment
- Social Services
- Work Experience
- Voc. Eval. - Work Tryout
- Independent Living Skills Trng.
- Prevocational Trng.
- Employment Prep. Trng.
- Therapeutic Recreation Services
- Extended Employment
- Job Placement

Voc. Trng.: Clerical (Entry Level), Electronics (Entry Level)

Voc. Eval.: Work Sampling - Valpar, MDC Work Samples

BUSINESS CAPABILITIES OF SHOP

- Hand Assembly
- Woodworking/Wood Products
- Janitorial/Housekeeping
- Hand & Machine Packaging
- Electric/Electronic Assembly

CLIENT WORK EXPERIENCES AVAILABLE (11 Assignments Available). Examples:

- Woodworking Machine Oper.
- Heat Shrinking
- Electronics
- Drill Press Operator
- Router/Shaper
- Assembly
- Packaging
- Collating
- Floor Buffer Oper.
- Shipping/Receiving Clerk
- Table Saw

SERN REGION 6

FRESNO ASSOCIATION FOR THE RETARDED
FRESNO PRODUCTION CENTER DEPARTMENT
5755 E. FOUNTAIN WAY
FRESNO (FRESNO COUNTY) 93727

REFERRAL CONTACT
Frances Norman, Manager of Specialized Services
(209) 291-0611
Wheelchair Accessible Program

PROGRAM TYPE: Workshop

SERVICES PROVIDED
- Speech Services
- Job Placement
- Hearing Services
- Extended Employment
- Voc. Eval. - Work Tryout
- Independent Living Skills Trng.
- Vocational Counseling
- Social Services
- Work Adjustment
- Work Experience
- Prevocational Trng.
- Therapeutic Recreation Services

Voc. Eval.: Work Sampling - Valpar, McCarron-Dial

BUSINESS CAPABILITIES OF SHOP
- Hand & Machine Packaging
- Electric/Electronic Assembly
- Clerical/Typing/Mailing Services
- Hand Assembly
- Woodworking/Wood Products
- Ceramic Manufacturing
- Printing Shop Services
- Machine Sewing

Proprietary Products: Ceramic Products, Wooden Toys, Sawhorses, Macrame Items, Purses, Rugs

CLIENT WORK EXPERIENCES AVAILABLE (113 Assignments Available).

FRESNO ASSOCIATION FOR THE RETARDED
KELSO ACTIVITY CENTER & PRE. VOC. DEPT.
(SITE) 404 S. HUGHES AVE., FRESNO
5755 E. FOUNTAIN WAY
FRESNO (FRESNO COUNTY) 93727

REFERRAL CONTACT
Frances Norman, Manager of Specialized Services
(209) 291-0611

PROGRAM TYPE: Work Activities Center & Activity Center

SERVICES PROVIDED
- Occupational Therapy
- Therapeutic Recreation Services
- Hearing Services
- Speech Services
- Social Services
- Prevocational Trng.

BUSINESS CAPABILITIES OF SHOP
- Ceramic Manufacturing

Proprietary Products: Ceramic Windchimes

CLIENT WORK EXAMPLES AVAILABLE (1 Assignment Available). Examples:
Not Reported

FRESNO ASSN. FOR THE RETARDED - KELSO SOUTHEAST DEPT.

5755 E. FOUNTAIN WAY
(SITE) 5018 AVE. 416, REEDLEY
FRESNO (FRESNO COUNTY) 93727

REFERRAL CONTACT
Frances Norman, Manager of Specialized Services
(209) 638-5959
Wheelchair Accessible Program

PROGRAM TYPE: Activity Center & Work Activity Center

SERVICES PROVIDED
Occupational Therapy
Therapeutic Recreation Services
Work Experience
Extended Employment
Prevocational Trng.
Speech Services
Physical Therapy

Voc. Trng.: Dry Shed Tender, Fork Lift Driver, Packing House Maintenance Man, Packing House Workers, Semiskilled Farm Labor-Irrigation, Pruning, Planting, Picking & General Farm and Ranch Operation

BUSINESS CAPABILITIES OF SHOP
Hand Assembly
Salvage/Recycling
Gardening/Grounds Maintenance
Hand & Machine Packaging
Ceramic Manufacturing

Proprietary Products: Dried Fruit Gift Packs & Bulk Sales

CLIENT WORK EXPERIENCES AVAILABLE (20 Assignments Available). Examples:
Grading Fruit
Packing Assorted Fruit (Dried) & Citrus (Fresh)
Palletizing Bulk Fruit

FRESNO ASSN. FOR THE RETARDED - KELSO WEST

5755 E. FOUNTAIN WAY
(SITE) 15404 SUNSET, KERMAN
FRESNO (FRESNO COUNTY) 93727

REFERRAL CONTACT
Frances Norman, Manager of Specialized Services
(209) 846-8003
Wheelchair Accessible Program

PROGRAM TYPE: Activity Center & Work Activity Center

SERVICES PROVIDED
Occupational Therapy
Speech Services
Work Experience
Therapeutic Recreation

BUSINESS CAPABILITIES OF SHOP
Hand Assembly
Janitorial/Housekeeping
Ceramic Manufacturing
Gardening/Grounds Maintenance

Proprietary Products: Windchimes, Cups & Ashtrays, Yarn Dusters

CLIENT WORK EXPERIENCES AVAILABLE (10 Assignments Available). Examples:
Janitorial Work
Walnut Shelling
Grounds Keeping
Chime Assembler
Packaging

FRESNO ASSN. FOR THE RETARDED
OFF-SITE SERVICES DEPARTMENT
5755 E. FOUNTAIN WAY
FRESNO (FRESNO COUNTY) 93727

REFERRAL CONTACT
Frances Norman, Manager of
Specialized Services
(209) 291-0611
Wheelchair Accessible Program

PROGRAM TYPE: Work Activities Center

SERVICES PROVIDED
- Speech Services
- Vocational Counseling
- Voc. Eval. - Work Tryout
- Extended Employment
- Social Services
- Work Experience
- Hearing Services
- Prevocational Trng.
- Work Adjustment
- Employment Prep. Trng.
- Therapeutic Recreation Services

Voc. Trng.: Yard Maintenance, Janitorial Services, Baking, Independent Living Skills Trng.

Voc. Eval.: Work Sampling - Valpar, McCarron-Dial, In-House Samples

BUSINESS CAPABILITIES OF SHOP
- Janitorial/Housekeeping
- Baking
- Gardening/Grounds Maintenance

Proprietary Products: Baking Goods (Pies, Cakes, Doughnuts, Danish Pastries, Cookies)

CLIENT WORK EXPERIENCES AVAILABLE (Assignments Available). Examples:
- Janitorial Work
- Pastry Baking
- Yard Maintenance Work

GOODWILL INDUSTRIES OF SAN JOAQUIN VALLEY, INC. - FRESNO UNIT
2611 E. HAMMOND AVENUE
FRESNO (FRESNO COUNTY) 93703

REFERRAL CONTACT
Merran Mahoney, Rehab./
Personnel Mgr.
(209) 266-0532
Wheelchair Accessible Program

PROGRAM TYPE: Workshop

SERVICES PROVIDED
- Vocational Counseling
- Work Adjustment
- Job Placement
- Voc. Eval. - Work Tryout
- Work Experience
- Extended Employment
- Social Services
- Employment Prep. Trng.

BUSINESS CAPABILITIES OF SHOP
- Hand Assembly
- Machine Sewing
- Appliance Repair
- Renovation Sales/Donated Items
- Janitorial/Housekeeping
- Hand/Machine Packaging
- Salvage/Recycling
- Paint Spraying
- Furniture Repair/Refinishing
- Electric/Electronic Assembly

CLIENT WORK EXPERIENCES AVAILABLE (50 Assignments Available). Examples:
- Textile Sorting
- Materials Handling
- Store Clerk
- Janitorial Work
- Cashiering
- Hanging
- Measuring
- Radio & TV Repair
- Laundry Work
- Sorting
- Small Appliance Repair

UNITED CEREBRAL PALSY OF CENTRAL CALIFORNIA
1940 "H" STREET
FRESNO (FRESNO COUNTY) 93726

REFERRAL CONTACT
Laura Mitchell, Program Directo
(209) 264-2915
Wheelchair Accessible Program

PROGRAM TYPE: Rehabilitation Center, Selected Services, Speech & Hearing Center

SERVICES PROVIDED
- Physical Therapy
- Speech Services
- Homebound Services Trng.
- Independent Living Skills Trng.
- Vocational Counseling
- Extended Employment
- Therapeutic Recreational Services
- Children (2-1/2 - 5 Yrs.) Special Needs
- Work Adjustment
- Work Experiences

WORK OPPORTUNITY CENTER
(FRESNO COUNTY MENTAL HEALTH)
205 N. BLACKSTONE
FRESNO (FRESNO COUNTY) 93701

REFERRAL CONTACT
Lorraine McCollum, Vocational Counselor (209) 488-3698
(209) 488-3344

PROGRAM TYPE: Workshop

SERVICES PROVIDED
- Medical Evaluation
- Medical Management
- Vocational Counseling
- Voc. Eval. - Work Tryout
- Social Services
- Work Experience
- Psychological Services
- Therapeutic Recreation
- Prevocational Trng.
- Work Adjustment
- Independent Living Skills Trng.
- Employment Prep. Trng.

Voc. Eval.: Work Sampling - Valpar

BUSINESS CAPABILITIES OF SHOP
- Hand Assembly
- Janitorial/Housekeeping
- Woodworking/Wood Products
- Clerical/Typing/Mailing Services

CLIENT WORK EXPERIENCES AVAILABLE (16 Assignments Available). Examples:
- Grounds Maintenance
- Maintenance Man
- Clerical
- Housekeeper
- Janitorial
- Food Service
- Laundry Operator

KINGS REHABILITATION WORKSHOP, INC.
490 E. HANFORD ARMONA ROAD
HANFORD CITY (KINGS COUNTY) 93230

REFERRAL CONTACT
Ernest J. Costa, Director
(209) 582-9234
Wheelchair Accessible Program

PROGRAM TYPE: Workshop, Work Activities Center, Activity Center, Residential Facility

SERVICES PROVIDED
- Voc. Eval. - Work Tryout
- Independent Living Skills Trng.
- Work Adjustment
- Residential Services
- Work Experience
- Extended Employment

KINGS REHABILITATION WORKSHOP (cont'd)

BUSINESS CAPABILITIES OF SHOP
- Hand Assembly
- Machine Sewing
- Janitorial/Housekeeping
- Renovation/Sales
- Clerical/Typing/Mailing Services
- Paint Spraying
- Woodworking/Wood Products
- Appliance Repair
- Furniture Repair/Refinishing
- Salvage/Recycling
- Gardening/Grounds Maintenance

Proprietary Products: Picnic Tables

CLIENT WORK EXPERIENCES AVAILABLE (20 Assignments Available). Examples:
- Assembling Bee Frames
- Lawn Mower Repair
- Prefabricating Cardboard Boxes
- Painting
- Bicycle Repair
- Furniture Repair
- Wiring Bee Frames

HEARTLAND OPPORTUNITY CENTER
323 NORTH "E" STREET - P.O. BOX 566
MADERA (MADERA COUNTY) 93639

PROGRAM TYPE: Work Activities Center & Activity Center

REFERRAL CONTACT
Maureen Rosiere, Counselor/Evaluator
Edward W. Bondshu, Exec. Director
(209) 674-8828
Wheelchair Accessible Program

SERVICES PROVIDED
- Prevocational Trng.
- Vocational Counseling
- Hearing Services
- Work Adjustment
- Voc. Eval. - Work Tryout
- Speech Services
- Work Experience
- Physical Therapy
- Therapeutic Recreation
- Independent Living Skills

Voc. Eval.: Work Sampling - S.A.V.E., In-House Samples
Psych. Testing- WRAT, Bennett Mech. Comp., Raven, Gordon Occupational Checklist, Revised Beta

BUSINESS CAPABILITIES OF SHOP
- Hand & Machine Packaging
- Janitorial/Housekeeping
- Ceramic Wind Chime Manufacturing
- Renovation/Sales Donated Items
- Hand Assembly
- Salvage/Recycling
- Gardening/Grounds Maintenance

Proprietary Products: Windchimes, Minature Cotton Bales

CLIENT WORK EXPERIENCES AVAILABLE (13 Assignments Available). Examples:
- Operating Riding Lawn Mower
- Assembly Work
- Floor Scrubber
- Vacuum Sweeper
- Clay Roller
- Glazing

KINGS VIEW WORK EXPERIENCE CENTER
100 AIR PARK ROAD
ATWATER (MERCED COUNTY) 95301

PROGRAM TYPE: Work Activities Center & Activity Center

REFERRAL CONTACT
Samuel Kalember, Rehab. Manager
Gil Erickson, Executive Director
(209) 357-0321
Wheelchair Accessible Program

KINGS VIEW (cont'd)

SERVICES PROVIDED (Negotiated Fees Noted By *)

- Vocational Counseling
- Speech Services
- Work Adjustment*
- Employment Prep. Trng.*
- Voc. Eval. - Work Tryout*
- Prevocational Trng.
- Work Experience*

Voc. Eval.: Work Sampling - McCarron-Dial WES and Valpar*

BUSINESS CAPABILITIES OF SHOP

- Hand Assembly
- Gardening/Grounds Maint.
- Ceramic Manufacturing
- Woodworking/Wood Products
- Janitorial/Housekeeping
- Graphic Arts/Silk Screening

Proprietary Products: Manufacturing Pallets & Wood Clocks

CLIENT WORK EXPERIENCES AVAILABLE (12 Assignments Available). Examples:

- Janitorial Equipment Operator
- Drill Press Operator
- Pneumatic Nail Gun Operator
- Assembling Bee Frames
- Radial Saw Operations
- Lawn Maint. Equipment Operator

NEW HOPE WORKSHOP
P.O. BOX 308 MERCED (MAIL)
(SITE) 1217 ELGIN AVENUE, DOS PALOS
MERCED (MERCED COUNTY) 95340

REFERRAL CONTACT
Marie K. Mastache, Director
(209) 392-3125

PROGRAM TYPE: Work Activities Center

SERVICES PROVIDED

- Speech Services
- Hearing Services
- Independent Living Skills Trng.
- Social Services
- Prevocational Trng.

BUSINESS CAPABILITIES OF SHOP

- Woodworking/Wood Products
- Hand Weaving
- Hand Assembly
- Furniture Repair Refinishing
- Janitorial/Housekeeping
- Gardening/Grounds Maintenance

Proprietary Products: Hand Weaving, Woodworking Products

CLIENT WORK EXPERIENCES AVAILABLE (119 Assignments Available). Examples:

- Power Mower
- Furniture Refinishing
- Sanding/Stripping
- Electric Weedeater
- Operation of Portable Drill Press
- Weaving
- Jig Building

HOWARD TRAINING CENTER
1424 STONUM ROAD (P.O. BOX 23)
MODESTO (STANISLAUS COUNTY) 95353

REFERRAL CONTACT
Besh Maani, Work Evaluator
James Mason, Director
(209) 537-0757
Wheelchair Accessible Program

PROGRAM TYPE: Work Activities Center,
Workshop, Activity Center,
Residential Program

HOWARD TRAINING CENTER (cont'd)

SERVICES PROVIDED

- Vocational Counseling
- Voc. Eval. - Work Tryout
- Independent Living Skills Trng.
- Job Placement
- Prevocational Trng.
- Employment Prep. Trng.
- Work Experience

Voc. Eval.: Work Sampling - Valpar, McCarron-Dial WES

BUSINESS CAPABILITIES OF SHOP

- Hand Assembly
- Printing Shop Services
- Janitorial/Housekeeping
- Woodworking/Wood Products
- Hand & Machine Packaging
- Salvage/Recycling
- Gardening/Grounds Maintenance
- Paint Spraying

Other: Vac-u-form Signs, Engraved Name Tags, Desk Plates

CLIENT WORK EXPERIENCES AVAILABLE (10 Assignments Available). Examples:

- Pallet Repairer
- Addressograph Plate Marker
- Vac-u-form Machine Operator
- Power Saw Operator
- Groundkeeper
- Hand Packager
- Pampers Production
- Janitor

STANISLAUS CENTER FOR ADULT PHYSICALLY DISABLED - U.C.P.A.

208 CAMPUS WAY
MODESTO (STANISLAUS COUNTY) 95350

REFERRAL CONTACT

Thomas M. Byrne, Facility Director
(209) 577-2122
Wheelchair Accessible Program

PROGRAM TYPE: Activity Center

SERVICES PROVIDED

- Social Services
- Independent Living Skills Trng.
- Prevocational Trng.

TULARE COUNTY TRAINING CENTER FOR THE HANDICAPPED - DINUBA WORK ACTIVITY CENTER

1451 SOUTH "O" STREET
DINUBA (TULARE COUNTY) 93618

REFERRAL CONTACT

Robert Stephenson, Rehab. Manager
Mike Smith, Facility Coor.
(209) 591-2331
Wheelchair Accessible Program

PROGRAM TYPE: Work Activities Center

SERVICES PROVIDED

- Vocational Counseling
- Extended Employment
- Independent Living Skills Trng.
- Prevocational Trng.
- Employment Prep. Trng.

BUSINESS CAPABILITIES OF SHOP

- Hand Assembly
- Woodworking/Wood Products
- Salvage/Recycling
- Renovation/Sales Donated Items
- Electric/Electronic Assembly

Proprietary Products: Bee Hive Products

CLIENT WORK EXPERIENCES AVAILABLE (8 Assignments Available).

PORTERVILLE SHELTERED WORKSHOP
187 WEST OLIVE
PORTERVILLE (TULARE COUNTY) 93257

REFERRAL CONTACT
Mitch Fee, Dept. Manager of Rehabilitation & Training
(209) 784-1399
Wheelchair Accessible Program

PROGRAM TYPE: Work Activities Center & Activity Center

SERVICES PROVIDED (Negotiated Fee Noted By *)

- Social Services
- Prevocational Trng.
- Independent Living Skills Trng.
- Work Experience* $200/Mo
- Extended Employment
- Vocational Counseling
- Employment Prep. Trng.
- Work Adjustment* $200/Mo
- Job Placement

Voc. Trng.: Janitorial, Yard Maintenance, Sales Clerk, Stockperson, Graphics & Printing

BUSINESS CAPABILITIES OF SHOP

- Hand Assembly
- Electric/Electronic Assembly
- Metal Machine/Deburring
- Salvage/Recycling
- Graphic Arts/Silk Screening
- Renovation/Sales Screening
- Hand & Machine Packaging
- Woodworking/Wood Products
- Printing Shop Services
- Ceramic Manufacturing
- Janitorial/Housekeeping
- Gardening/Grounds Maintenance

Proprietary Products: Ceramic Windchimes & Soil Moisture Blocks

CLIENT WORK EXPERIENCES AVAILABLE (41 Assignments Available). Examples:

- Yard Care
- Ceramic Production
- General Shop Work
- Mechanical Assisting
- Machine Repair
- Graphic Arts
- Woodworking
- Welding & Brazing
- Commercial Lawn Maintenance
- Vacuum Pak Operation
- Retail Sales

GOOD SHEPHERD HOME
WORK ACTIVITIES CENTER
RT. 1, BOX 17
TERRA BELLA (TULARE COUNTY) 93270

REFERRAL CONTACT
Lois Bonsall, Social Worker
Joyce Heubner, Social Worker
(209) 535-4481
Wheelchair Accessible Program

PROGRAM TYPE: Work Activities Center

SERVICES PROVIDED

- Independent Living Skills Trng.
- Social Services
- Employment Prep. Trng.
- Work Experience
- Prevocational Trng.
- Psychological Services
- Work Adjustment
- Therapeutic Rec. Services
- Extended Employment
- Hearing Services
- Physical Therapy
- Medical Management
- Medical Evaluation
- Speech Services

Voc. Trng.: Janitorial, Housekeeping, Maintenance

BUSINESS CAPABILITIES OF SHOP

- Gardening/Grounds Maintenance
- Renovation/Sales Donated Items
- Furniture Repair/Refinishing
- Ceramic Manufacturing
- Hand Assembly
- Janitorial/Housekeeping
- Graphic Arts/Silk Screening
- Woodworking/Wood Products
- Hand & Machine Packaging

GOOD SHEPHERD HOME (cont'd)

BUSINESS CAPABILITIES OF SHOP (cont'd)

Proprietary Products: Windchimes, Ceramics, Mold Work Items, Christmas Cards, Stationery, Award Ribbons, Badges, Name Tags, Desk & Door Signs, Wooden Planters, Burlwood Clocks

CLIENT WORK EXPERIENCES AVAILABLE (16 Assignments Available). Examples:

- Power Tool Operator
- Staple Machine Operator
- Collating
- Printing
- Silk Screening
- Windchime Production

TULARE COUNTY TRAINING CENTER FOR THE HANDICAPPED

300 E. SAN JOAQUIN
TULARE (TULARE COUNTY) 93274

REFERRAL CONTACT
Steve Roomsberg, Facility Coor.
Robert Stephenson,
Rehabilitation Manager
(209) 686-8506
Wheelchair Accessible Program

PROGRAM TYPE: Work Activities Center

SERVICES PROVIDED

- Vocational Counseling
- Voc. Eval. - Work Tryout
- Employment Prep. Trng.
- Independent Living Skills Trng.
- Extended Employment
- Prevocational Trng.
- Work Adjustment
- Job Placement
- Work Experience
- Psychological Services

BUSINESS CAPABILITIES OF SHOP

- Hand Assembly
- Gardening/Grounds Maintenance
- Electric/Electronic Assembly
- Clerical/Typing/Mailing Services
- Printing Shop Services
- Metal Machine Deburring
- Hand & Machine Packaging
- Woodworking
- Salvage/Recycling
- Machine Sewing

Proprietary Products: Bee Supers & Frames, Entomologist Sweep Nets, Stakes

CLIENT WORK EXPERIENCES AVAILABLE (20 Assignments Available). Examples:

- Box Assembler
- Power Machine
- Printer
- Plastic Irrigation Parts Assembler
- Bee Super Assembler
- Paper Recycle Salvager
- Bench, Radial, Band, Etc. Saw Operators

TULARE COUNTY TRAINING CENTER FOR THE HANDICAPPED - SEQUOIA EVALUATION CENTER

917 COURT
VISALIA (TULARE) 93277

REFERRAL CONTACT
Bob Kriesel, Senior Evaluator
(209) 733-8488
Wheelchair Accessible Program

PROGRAM TYPE: Vocational Evaluation Center

SERVICES PROVIDED

- Vocational Counseling
- Psychometrics

Voc. Eval.: Work Sampling - Valpar, McCarron-Dial WES, MICRO-TOWER
Psych. Testing- WAIS, Bender, WRAT, Etc.

TULARE COUNTY TRAINING CENTER FOR THE HANDICAPPED - VISALIA WORK ACTIVITY CENTER

2544 VALLEY OAKS DRIVE
VISALIA (TULARE COUNTY) 93277

REFERRAL CONTACT
Robert Stephenson, Rehab. Manager
Jim Maxfield, Facility Coordinator
(209) 734-1964
Wheelchair Accessible Program

PROGRAM TYPE: Work Activities Center

SERVICES PROVIDED
- Social Services
- Voc. Eval. - Work Tryout
- Extended Employment
- Independent Living Skills Trng.
- Employment Prep. Trng.
- Vocational Counseling
- Work Adjustment
- Work Experience
- Prevocational Trng.
- Job Placement

BUSINESS CAPABILITIES OF SHOP
- Hand Assembly
- Gardening/Grounds Maintenance
- Machine Sewing
- Salvage/Recycling
- Hand & Machine Packaging
- Electric/Electronic Assembly
- Woodworking/Wood Products

Proprietary Products: Stakes, Aerial Sweep Net, Bee Hive Products

CLIENT WORK EXPERIENCES AVAILABLE (12 Assignments Available). Examples:
- Coiler
- Painting
- Sorting
- Duplicating
- Power Machine Operator
- Packaging
- Bee Box Assemblers
- Pallet Assemblers

WORK ACTIVITIES FOR TUOLUMNE COUNTY HANDICAPPED

16319 STENT CUT-OFF ROAD
JAMESTOWN (TUOLUMNE COUNTY) 95327

REFERRAL CONTACT
Esther Atkinson, Administrative Director
Harry Johnson, Program Director
(209) 984-3420

PROGRAM TYPE: Work Activities Center, Activity Center

SERVICES PROVIDED
- Speech Services
- Work Experience
- Vocational Counseling
- Job Placement
- Extended Employment
- Independent Living Skills Trng.
- Prevocational Trng.
- Work Adjustment
- Employment Prep. Trng.
- Social Services
- Voc. Eval. - Work Tryout

Voc. Trng.: O.J.T. Private Industry

Voc. Eval.: Work Sampling - In-House

Other: Academic Instruction, Physical Development

BUSINESS CAPABILITIES OF SHOP
- Hand Assembly
- Printing Shop Services
- Ceramic Manufacturing
- Woodworking
- Clerical/Typing/Mailing
- Furniture Repair/Refinishing
- Gardening/Grounds Maintenance
- Janitorial/Housekeeping

Proprietary Products: Wooden Items, Ceramic Items

CLIENT WORK EXPERIENCES AVAILABLE (33 Assignments Available). Examples:
- Furniture Refinisher
- Woodwork Operations

SERN REGION 7

MOTHER LODE REHABILITATION ENTERPRISES, INC.
(M.O.R.E.)
485 PIERROZ ROAD
PLACERVILLE (EL DORADO COUNTY) 95633

REFERRAL CONTACT
Debbie Henson, Rehabilitation Coordinator/Counselor
(916) 622-4848
Wheelchair Accessible Program

PROGRAM TYPE: Work Activities Center

SERVICES PROVIDED

Independent Living Skills Trng.
Psychological Services
Voc. Eval. - Work Tryout
Work Adjustment
Vocational Counselor
Prevocational Trng.
Work Experience
Employment Prep. Trng.
Job Placement

Voc. Trng.: Woodshop Machine Operation, Recycling, Plant Machine Operator, Forklift Driver

Voc. Eval.: Work Sampling - Valpar

BUSINESS CAPABILITIES OF SHOP

Clerical/Typing/Mailing Services
Hand Assembly
Woodworking/Wood Products
Machine Sewing
Terrarium Pkg.
Hand & Machine Packaging
Gardening/Grounds Maintenance
Janitorial/Housekeeping
Salvage/Recycling

Proprietary Products: Survey Stakes

CLIENT WORK EXPERIENCES AVAILABLE (10 Assignments Available). Examples:

Collating
Paper Recycling
Sewing Machine Operator
Woodshop Operations
Wood Staining
Terrarium Bagging

NEVADA COUNTY COMMUNITY WORKSHOP
BOX 507
GRASS VALLEY (NEVADA COUNTY) 95945

REFERRAL CONTACT
Peggy Hollen, Senior Rehab. Counselor
John T. Allison, Executive Director
(916) 272-3493
Wheelchair Accessible Program

PROGRAM TYPE: Workshop, Work Activities Center & Activity Center

SERVICES PROVIDED
- Vocational Counseling
- Psychological Services
- Voc. Eval. - Work Tryout
- Independent Living Skills Trng.
- Extended Employment
- Prevocational Trng.
- Work Adjustment
- Work Experience
- Job Placement

Voc. Eval.: Work Sampling - Valpar, McCarron-Dial, In-House Samples
Psych. Testing- WAIS, WISC, TAT, Bender-Gestalt, Rorschach

BUSINESS CAPABILITIES OF SHOP
- Hand Assembly
- Woodworking/Wood Products
- Clerical/Typing/Mailing Services
- Salvage/Recycling
- Hand & Machine Packaging
- Graphic Arts/Silk Screening
- Renovation/Sales Donated Items
- Forest Products

Proprietary Products: Forest Products - Seasonal & Year-Round Decorative Items

CLIENT WORK EXPERIENCES AVAILABLE (43 Assignments Available). Examples:
- Sawer
- Driver
- Packager
- Cashier
- Solderer
- Secretary
- Sales Clerk
- Electronic Assembler

PLACER ASSOCATION FOR RETARDED
ROSEVILLE ACTIVITY CENTER
700 DOUGLAS BLVD.
ROSEVILLE (PLACER COUNTY) 95678

REFERRAL CONTACT
Sandra Boudreau, Program Director
(916) 783-5700
Wheelchair Accessible Program

PROGRAM TYPE: Activity Center, Services for the Blind

SERVICES PROVIDED
- Psychological Services
- Prevocational Trng.
- Social Services
- Independent Living Skills Trng.

Other: Use of Leisure Time Through Elective Subjects, Social Interaction Skill Training Through Group Activities

BUSINESS CAPABILITIES OF SHOP
- Gardening/Grounds Maintenance
- Janitorial/Housekeeping
- Clerical/Typing/Mailing Services
- Hand & Machine Packaging
- Hand Assembly
- Ceramic Manufacturing

Proprietary Products: Craft Items, Ceramics, Candles, Rock Concert Promotions

CLIENT WORK EXPERIENCES AVAILABLE (3 Assignments Available). Examples:
- Janitorial
- Grounds & Kitchen Upkeep

PLACER REHABILITATION INDUSTRIES
(P.R.I.D.E.)
460 TAHOE AVENUE
ROSEVILLE (PLACER COUNTY) 95678

REFERRAL CONTACT
Dan Cardoza
(916) 783-5266
Partially Wheelchair Accessible
Because of Stairs to Office
Area

PROGRAM TYPE: Workshop & Work Activities Center

SERVICES PROVIDED
- Therapeutic Recreation Services
- Voc. Eval. - Work Tryout
- Independent Living Skills Trng.
- Employment Prep. Trng.
- Work Adjustment
- Social Services
- Psychological Services
- Vocational Counseling
- Prevocational Trng.
- Work Experience
- Job Placement
- Extended Employment

Voc. Trng.: By Affilitation Only

BUSINESS CAPABILITIES OF SHOP
- Hand Assembly
- Metal Fabrication Assembly
- Hand & Machine Packaging
- Ceramic Manufacturing
- Graphic Arts/Silk Screening
- Salvage/Recycling
- Machine Sewing
- Appliance Repair
- Woodworking/Wood Products
- Gardening/Grounds Maintenance
- Printing Shop Services
- Clerical/Typing/Mailing
- Electric/Electronic Assembly
- Paint Spraying
- Janitorial

CLIENT WORK EXPERIENCES AVAILABLE (56 Assignments Available). Examples:
- Pallet Constructing
- Mobile Home Step Constructing
- Button Making
- Cabinet Making
- Forklift Operating
- Small Assembling
- Truck Driving
- Mechanics

GOODWILL INDUSTRIES OF SACRAMENTO VALLEY,
INC.
6648 FRANKLIN BLVD.
SACRAMENTO (SACRAMENTO COUNTY) 95823

REFERRAL CONTACT
Prudence Rees, Rehab. Counselor
Louise Kromick, Rehab. Counselor
Mirea Danielsen, Work Sample
Evaluator
(916) 422-5174
Wheelchair Accessible Program

PROGRAM TYPE: Workshop, Services f/t Blind

SERVICES PROVIDED
- Vocational Counseling
- Work Adjustment
- Job Placement
- Voc. Eval. - Work Tryout
- Independent Living Skills
- Prevocational Trng.
- Work Experience
- Extended Employment
- Employment Prep. Trng.
- Adult Education

Voc. Trng.: Office Occupational Clerk Trng.

Voc. Eval.: Work Sampling - JEVS, Valpar, McCarron-Dial
Psych. Testing- Peabody Picture Vocabulary Test, WRAT,
Gates-McGinitie Reading Test Services,
16 Personality Factor Test

GOODWILL - SACRAMENTO VALLEY (cont'd)

BUSINESS CAPABILITIES OF SHOP
- Salvage/Recycling
- Appliance Repair
- Upholstering
- Machine Sewing
- Furniture Repair/Refinishing
- Janitorial/Housekeeping

CLIENT WORK EXPERIENCES AVAILABLE (20 Assignments Available). Examples:
- Bin & Rack Tagging
- Wares Packing
- Book & Shoe Sorting
- Collection Center Attendant
- Clerical Trng.
- Dock Worker
- Clothing Hanging
- Laundry Attendant
- Sales Clerk
- Truck Helper
- Textile Sorting

OPPORTUNITIES FOR HANDICAPPED, INC.
3340 MARYSVILLE BLVD.
SACRAMENTO (SACRAMENTO COUNTY) 95838

REFERRAL CONTACT
Frank Mascaro, Program Counselor
David Gilmartin, Rehabilitation Counselor
(916) 925-3522
Partially Wheelchair Accessible Because of Stairs in One Building

PROGRAM TYPE: Work Activities Center

SERVICES PROVIDED
- Independent Living Skills Trng.
- Work Adjustment
- Prevocational Trng.
- Psychological Services
- Medical Evaluation
- Extended Employment

BUSINESS CAPABILITIES OF SHOP
- Lapidary
- Handcrafts
- Ceramic Manufacturing

Proprietary Products: Ceramic Windchimes, Lapidary Jewelry

CLIENT WORK EXPERIENCES AVAILABLE (26 Assignments Available). Examples:
- Rolling & Cutting Clay
- Packing & Shipping
- Paper Shredding Operation
- Glazing
- Hanger Wiring
- Chime Tying
- Kiln Operations
- Slab Rolling
- Landscape & Garden Maintenance
- Jewelry Making (Cutting, Polishing, Stone Mounting)

SACRAMENTO REHABILITATION FACILITY
6950 21ST AVENUE
SACRAMENTO (SACRAMENTO COUNTY) 95820

REFERRAL CONTACT
Sally Boggs, Rehabilitation Program Coordinator
(916) 381-1300

PROGRAM TYPE: Workshop, Work Activities Center Wheelchair Accessible Program

SERVICES PROVIDED
- Voc. Eval. - Work Tryout
- Independent Living Skills Trng.
- Extended Employment
- Prevocational Trng.
- Work Experience
- Vocational Counseling
- Employment Prep. Trng.
- Job Placement
- Work Adjustment

Other: Group Counseling, Assertive Training

SACRAMENTO REHABILITATION FACILITY (cont'd)

SERVICES PROVIDED (cont'd)

Voc. Trng.: Forklift Operation, Graphic Arts

Voc. Eval.: Work Sampling - Valpar, McCarron-Dial WES, In-House Samples, Materials Development Center Clearing House Work Samples
Psych. Testing- Minnesota Spatial Relations, Purdue Pegboard, Bennett Hand Tool Dexterity Test, Crawford Small Parts Dexterity, Pennsylvania Bi-Manuel, A Battery of Occupational Tests

BUSINESS CAPABILITIES OF SHOP

Hand & Machine Packaging
Furniture Repair/Refinishing
Clerical/Typing/Mailing Services
Gardening/Grounds Maintenance
Janitorial/Houskeeping
Collating
Paint Spraying
Woodworking/Wood Products
Metal Fabrication & Assembly
Printing Shop Services
Salvage/Recycling
Hand Assembly
Packaging

CLIENT WORK EXPERIENCES AVAILABLE (30 Assignments Available). Examples:

Mechanical Assembler
Furniture Sanding
Spray Booth Operations
Duplication
Printing
Pallet Repair
Packaging
Saw Operation
Material Handler

MANTECA HANDI - C.A.P.S. CENTER
122 MANTECA AVENUE
MANTECA (SAN JOAQUIN COUNTY) 95336

REFERRAL CONTACT
Betty Kratz, Outreach
Nettie Moreno, Clerical
(209) 823-2351
Wheelchair Accessible Program

PROGRAM TYPE: Activity Center

SERVICES PROVIDED

Occupational Therapy
Independent Living Skills
Prevocational Trng.

Other: Information & Referral Services

GOODWILL INDUSTRIES OF SAN JOAQUIN VALLEY
129 SOUTH GRANT STREET
STOCKTON (SAN JOAQUIN COUNTY) 95202

REFERRAL CONTACT
Gene Dent, Rehab. Director
Burt Shook, Chief Counselor
(209) 466-2311
Wheelchair Accessible Program

PROGRAM TYPE: Workshop

SERVICES PROVIDED

Vocational Counseling
Work Adjustment
Job Placement
Voc. Eval. - Work Tryout
Prevocational Trng.
Work Experience
Extended Employment
Employment Prep. Trng.

Voc. Eval.: Work Sampling - TOWER, Singer, In-House Samples
Psych. Testing- GATB, NATB

GOODWILL - SAN JOAQUIN VALLEY (cont'd)

BUSINESS CAPABILITIES OF SHOP

- Hand Assembly
- Upholstering
- Salvage/Recycling
- Clerical/Typing/Mailing
- Renovation/Sales Donated Items
- Furniture Repair/Refinishing
- Gardening/Grounds Maintenance
- Hand Packaging
- Machine Sewing
- Appliance Repair
- Paint Spraying
- Woodworking/Wood Products
- Janitorial/Housekeeping

CLIENT WORK EXPERIENCES AVAILABLE (14 Assignments Available). Examples:

- Janitorial
- Transportation Worker
- Furniture Repair
- Sorting Operations
- Dock Worker
- Retail Sales
- Clerical
- Upholstering
- Bicycle Repair
- Laundry Operations
- Large/Small Appliance Repair
- Industrial Packaging

SAN JOAQUIN ASSOC. FOR RETARDED -
VALLEY REHABILITATION INDUSTRIES
1103 NORTH AURORA
STOCKTON (SAN JOAQUIN COUNTY) 95202

REFERRAL CONTACT
Kathy Lowe, Rehabilitation Coordinator
(209) 948-2065
Partially Wheelchair Accessible Because of Barriers in Restrooms

PROGRAM TYPE: Work Activities Center

SERVICES PROVIDED

- Vocational Counseling
- Work Adjustment
- Independent Living Skills Trng.
- Voc. Eval. - Work Tryout
- Prevocational Trng.
- Employment Prep. Trng.
- Job Placement
- Extended Employment

Voc. Trng.: Seamstress, Janitorial, Landscaping, Stockrooms

Voc. Eval.: Psych. Testing

BUSINESS CAPABILITIES OF SHOP

- Clerical/Typing/Mailing Services
- Hand & Machine Packaging
- Woodworking/Wood Products
- Electric/Electronic Assembly
- Paint Spraying
- Janitorial/Housekeeping
- Salvage/Recycling
- Gardening/Grounds Maintenance
- Hand Assembly
- Printing Shop

CLIENT WORK EXPERIENCES AVAILABLE (8 Assignments Available). Examples:

- Hand/Machine Packaging
- Seamstress
- Stockroom Operations
- Saw Operation
- Gardening
- Assembly Worker
- Janitorial Worker
- Sales Clerk
- Landscape

SAN JOAQUIN COUNTY MENTAL RETARDATION CENTER
3635 CALAVERAS AVENUE
STOCKTON (SAN JOAQUIN COUNTY) 95205

PROGRAM TYPE: Activity Center

SERVICES PROVIDED
- Therapeutic Recreational Services
- Independent Living Skills Trng.
- Social Services
- Prevocational Trng.
- Medical Evaluation
- Medical Management

REFERRAL CONTACT
Mrs. Mildred Preeo, Chief Teacher/Counselor
Geraldine E. Bagby, Director
Dana Andrews, Rehab. Coordinator
(209) 466-2288
Wheelchair Accessible Program

STOCKTON STATE HOSPITAL
VOCATIONAL TRAINING PROGRAM
510 E. MAGNOLIA STREET
STOCKTON (SAN JOAQUIN COUNTY) 95202

REFERRAL CONTACT
Larry Hocker, Vocational Rehabilitation Counselor
(209) 948-7396
Wheelchair Accessible Program

PROGRAM TYPE: Work Activities Center, Workshop

SERVICES PROVIDED (Through Stockton State Hospital)
- Medical Evaluation
- Therapeutic Recreation Services
- Independent Living Skills Trng.
- Prevocational Trng.
- Employment Prep. Trng.
- Work Experience
- Speech Services
- Extended Employment
- Psychological Services
- Medical Management
- Occupational Therapy
- Physical Therapy
- Job Placement
- Social Services
- Hearing Services
- Vocational Counseling

Voc. Trng.: Landscaping, Sewing, Upholstery

BUSINESS CAPABILITIES OF SHOP
- Furniture Repair/Refinishing
- Janitorial/Housekeeping
- Gardening/Grounds Maintenance
- Machine Sewing
- Upholstering

Proprietary Products: Drapes. Clothing, Products, Crafts

CLIENT WORK EXPERIENCES AVAILABLE Examples:
- Power Sewing Machine Operator
- Tree Pruning
- Power Mower Operator
- Hand Sewer
- Car Washing

GATEWAY PROJECTS, INC.
240 GARDEN HIGHWAY
YUBA CITY (SUTTER COUNTY) 95991

PROGRAM TYPE: Workshop, Activity Center
Prevocational Center

REFERRAL CONTACT
Erik DeMarco, Rehabilitation Coordinator
(916) 673-2152
Wheelchair Accessible Program

SUTTER COUNTY (cont'd.)

SERVICES PROVIDED

- Employment Prep. Trng.
- Voc. Eval. - Work Tryout
- Independent Living Skills Trng.
- Vocational Counseling
- Work Experience
- Prevocational Trng.
- Work Adjustment
- Extended Employment
- Social Services

Voc. Trng.: Upholstery Trade Trng.

Voc. Eval.: Work Sampling - McCarron-Dial, In-house Samples

BUSINESS CAPABILITIES OF SHOP

- Upholstering
- Hand Assembly
- Machine Sewing
- Woodworking/Wood Products
- Hand & Machine Packaging
- Furniture Repair/Refinishing
- Clerical/Typing/Mailing Services
- Heavy Duty Cable Cutting

Proprietary Products: Draperies

CLIENT WORK EXPERIENCES AVAILABLE (150 Assignments Available). Examples:

- Drapery Manufacturing
- Cable Cutting
- Saw Shop
- Packaging
- Furniture Reupholstering
- Assembling

YOLO COUNTY SHELTERED WORKSHOP, INC.
660 SIXTH STREET
WOODLAND (YOLO COUNTY) 95695

REFERRAL CONTACT
Claudia Forrester Pordes,
Program Administrator
(916) 662-8616
Partially Wheelchair Accessible/
Admin. Office. on 2nd Floor

PROGRAM TYPE: Workshop, Work Activities Center

SERVICES PROVIDED

- Vocational Counseling
- Voc. Eval. - Work Tryout
- Work Adjustment
- Independent Living Skills Trng.
- Job Placement
- Prevocational Trng.
- Work Experience
- Extended Employment
- Employment Prep.

BUSINESS CAPABILITIES OF SHOP

- Hand Assembly
- Machine Sewing
- Janitorial/Housekeeping
- Furniture Repair/Refinishing
- Ceramic Manufacturing
- Hand & Machine Packaging
- Salvage/Recycling
- Clerical/Typing/Mailing
- Woodworking/Wood Products
- Gardening/Grounds Maintenance

CLIENT WORK EXPERIENCES AVAILABLE (18 Assignments Available). Examples:

- Wood Sawing
- Packing
- Nailing
- Stacking
- Collating
- Quality Control
- Banding
- Janitorial
- Machine Sewing
- Painting
- Gardening
- Pallet Assembly/Disassembly

SERN REGION 8

REDWOODS UNITED, INC.
1611 OLD SAMOA ROAD
P.O. BOX 1400
EUREKA (HUMBOLDT COUNTY) 95521

PROGRAM TYPE: Workshop, Homebound Intervention Program

REFERRAL CONTACT
Cindy Anderson, Director of Rehabilitation Services
Penny Simpson, Director of Children's Center
Leslee DeWalt, Senior Therapist/ Homebound Intervention
(707) 443-0811
Wheelchair Accessible Program

SERVICES PROVIDED

Vocational Counseling
Speech Services
Work Experience
Job Placement
Employment Prep. Trng.
Psychological Services
Work Adjustment
Social Services
Extended Employment
Voc. Eval. - Work Tryout
Independent Living Skills Trng.

Voc. Trng.: Homemaker - Geriatric Aide

Voc. Eval.: Work Sampling - Valpar, McCarron-Dial WES

BUSINESS CAPABILITIES OF SHOP

Hand Assembly
Paint Spraying
Janitorial/Housekeeping
Clerical/Typing/Mailing Services
Homemaker Services
Woodworking/Wood Products
Hand & Machine Packaging
Gardening/Grounds Maintenance
Machine Sewing

Proprietary Products: Redwood Planters, Burl Clocks & Tables, Mirrors & Granola Bread

CLIENT WORK EXPERIENCES AVAILABLE (10-20 Assignments Available). Examples:

Wood Sorting
Lathe Operating

SEQUOIA CRAFTS II, HUMBOLT COUNTY ASSOC. RETARDED
23 CENTER STREET
RIO DELL (HUMBOLDT COUNTY) 95562

PROGRAM TYPE: Work Activities Center, Activities Center

REFERRAL CONTACT
Craig Wilson, Program Coordinator
(707) 764-5700
Wheelchair Accessible Program

SERVICES PROVIDED

Independent Living Skills Trng.
Employment Prep. Trng.
Prevocational Trng.
Work Experience

BUSINESS CAPABILITIES OF SHOP

Hand Assembly
Furniture Repair/Refinishing
Clerical/Typing/Mailing
Paint Spraying
Woodworking/Wood Products
Salvage/Recycling
Gardening/Grounds Maintenance
Paper Distribution

Proprietary Products: Redwood Planters, Food Dehydrators, Decorative Boxes

SEQUOIA CRAFTS II (cont'd)

CLIENT WORK EXPERIENCES AVAILABLE (10 Assignments Available). Examples:

Band Saw Operator
Paper Distributor
Clerical Assistant
Gardener/Yard Maint.
Assembler
Recycling
Sander
Stainer/Painter
Drill Press Operator
Table Saw Operator

CYPRESS STREET CENTER
350 CYPRESS STREET
P.O. BOX 656
FORT BRAGG (MENDOCINO COUNTY) 95437

REFERRAL CONTACT
George Griffith, Director
Sue Barclay, Program Coordinator
(707) 964-4940
Wheelchair Accessible Program

PROGRAM TYPE: Work Activity Center

SERVICES PROVIDED

Prevocational Trng.
Independent Living Skills Trng.
Work Experience
Recreational Services

BUSINESS CAPABILITIES OF SHOP

Hand Assembly
Clerical/Typing/Mailing Services
Salvage/Recycling
Nursery Cans

Proprietary Products: Crafts for Tourist Industry, Nursery Cans, Health Food Bars

CLIENT WORK EXPERIENCES AVAILABLE (8-10 Assignments Available). Examples:

Recycling
Store Operations
Assembler
Pallet Assembler

UKIAH VALLEY REHABILITATION WORKSHOP
UKIAH VALLEY ASSOC. RETARDED
P.O. BOX 664
UKIAH (MENDOCINO COUNTY) 95482

REFERRAL CONTACT
Peter White, Program Manager
(707) 462-7593
Wheelchair Accessible Program

PROGRAM TYPE: Work Activities Center

SERVICES PROVIDED

Speech Services
Independent Living Skills Trng.
Extended Employment
Work Experience

BUSINESS CAPABILITIES OF SHOP

Hand Assembly
Salvage/Recycling
Clerical/Typing/Mailing Services
Hand & Machine Packaging
Woodworking/Wood Products

Proprietary Products: Planter Boxes, Wine Gift Boxes (Redwood & Cedar)

CLIENT WORK EXPERIENCES AVAILABLE (28 Assignments Available). Examples:

Recycling/Truck Work
Basket Assembly
Planter Basket Assembly
Truck Pickup & Delivery
Woodwork/Sawing
Assembly Worker
Glass Recycling
Can Recycling
Mimeograph Operation
Packing
Cardboard & Newspaper Bailing
Addressograph & Graphotype

NAPA VALLEY ACTIVITY CENTER
2143 BROWN STREET
NAPA (NAPA COUNTY) 94558

REFERRAL CONTACT
Isabel Harris, Executive Director
Laura Englebrecht, Program Coordinator
(707) 253-0400
Wheelchair Accessible Program

PROGRAM TYPE: Work Activities Center

SERVICES PROVIDED
- Prevocational Trng.
- Independent Living Skills Trng.
- Therapeutic Recreation Service

Other: Basic Education

BUSINESS CAPABILITIES OF SHOP
- Hand Assembly
- Clerical/Typing/Mailing Services
- Hand Packaging
- Graphic Arts/Silk Screening
- Electric/Electronic Assembly
- Salvage/Recycling
- Printing Shop Services

CLIENT WORK EXPERIENCES AVAILABLE (4 Assignments Available). Examples:
- Collating
- Box Assembly
- Labeling
- Repairing
- Sorting
- Hand Packaging

NAPA VALLEY P.S.I., INC.
651 TRABAJO LANE
NAPA (NAPA COUNTY) 94558

REFERRAL CONTACT
Lynn Wegg, Counselor
(707) 255-0177
Wheelchair Accessible Program

PROGRAM TYPE: Workship & Work Activities Center

SERVICES PROVIDED
- Therapeutic Recreation Services
- Vocational Counseling
- Extended Employment
- Social Services
- Independent Living Skills Trng.
- Voc. Eval. - Work Tryout
- Prevocational Trng.
- Employment Prep. Trng.
- Job Placement

Voc. Trng.: Wood Working & Janitorial

Voc. Eval: Work Sampling - Valpar, McCarron-Dial, In-House Samples

BUSINESS CAPABILITIES OF SHOP
- Hand Assembly
- Gardening/Grounds Maintenance
- Paint Spraying
- Janitorial/Housekeeping
- Hand Packaging
- Woodworking/Wood Products
- Machine Sewing

Proprietary Products: Wood File Boxes, File Trays, Caskets, Laminated Products, & Director Chairs

CLIENT WORK EXPERIENCES AVAILABLE (350 Assignments Available). Examples:
- Sewing Machine Operator
- Packaging
- Spray Painting Operation
- Sweep Floors
- Saw Operators
- Sanding Operator
- Painting Room Maintenance
- Power Hand Tool Operation

SOLANO WORKSHOP SERVICES
380 CONTRA COSTA STREET
VALLEJO (SOLANO COUNTY) 94590

REFERRAL CONTACT
Carolyn Malloy, Counselor
Chephus Fowler, Counselor
Rose Morgan, Counselor
(707) 644-7456
Partially Wheelchair Accessible/
Stairs to 1 Shop Section

PROGRAM TYPE: Work Activities Center,
Activity Center

SERVICES PROVIDED
Vocational Counseling
Independent Living Skills Trng.
Employment Prep. Trng.
Work Adjustment
Prevocational Trng.
Extended Employment
Voc. Eval. - Work Tryout
Work Experience

Voc. Eval.: Work Sampling - Valpar, Singer, McCarron-Dial WES
Psych. Testing- Purdue Pegboard, WRIOT

BUSINESS CAPABILITIES OF SHOP
Woodworking/Wood Products
Hand & Machine Packaging
Janitorial/Housekeeping
Hand Assembly
Paint Spraying
Gardening/Grounds Maintenance
Salvage/Recycling
Graphic Arts/Silk Screening
Machine Sewing

Proprietary Products: Manufacture Highway Safety Equipment (Barricades Type II and III & Real Estate Signs)

CLIENT WORK EXPERIENCES AVAILABLE (25 Assignments Available). Examples:
Assembling (Riveting)
Assembling (Drill Press)
Rug Shampooing
Wood Cutting
Hand/Machine Packaging
Drill Press Operation
Rototilling
Packaging

CASA GRANDE CENTER
235 CASA GRANDE
PETALUMA, CA 94952

REFERRAL CONTACT
Pat Grinnell
(707) 763-9807

PROGRAM TYPE: Day Training & Activity, Sheltered Workshop

SERVICES PROVIDED
Independent Living Skills
Prevocational Trng.
Community Access Trng.
Stress Reduction
Crafts
Physical Education
Basic Academics
Job Awareness
Transportation Trng.

CLIENT WORK EXPERIENCES AVAILABLE
Gardening
Printing Services
Recycling Center

NORTH BAY INDUSTRIES
5460 STATE FARM DRIVE
ROHNERT PARK, (SONOMA COUNTY) 94928

REFERRAL CONTACT
Caroll Lewis
Deborah Weinreb
(707) 585-1991
Wheelchair Accessible Program

PROGRAM TYPE: Work Activity Program

SERVICES PROVIDED
Vocational Trng.

CLIENT WORK EXPERIENCES AVAILABLE
Collating
Assembly
Packaging

CLEVELAND AVENUE CENTER - SCOR
1621 CLEVELAND AVENUE
SANTA ROSA (SONOMA COUNTY) 95401

REFERRAL CONTACT
Mark Rice, Program Manager
(707) 528-6702
Wheelchair Accessible Program
Except No Rails in Bathrooms

PROGRAM TYPE: Activity Center, Services for the Blind

SERVICES PROVIDED
Prevocational Trng.
Independent Living Skills Trng.
Work Experience

GOODWILL INDUSTRIES OF THE REDWOOD EMPIRE
11 WEST BARHAM AVENUE
(P.O. BOX 4331)
SANTA ROSA (SONOMA COUNTY) 95402

REFERRAL CONTACT
Stephanie Schmitt, Director of Rehabilitation Services
(707) 523-0550
Wheelchair Accessible Program

PROGRAM TYPE: Workshop

SERVICES PROVIDED
Vocational Counseling
Voc. Eval. - Work Tryout
Job Placement
Extended Employment
Employment Prep. Trng.
Work Experience
Work Adjustment

Voc. Eval.: Work Sampling - Hester Eval. System

BUSINESS CAPABILITIES OF SHOP
Woodworking
Salvage/Recycling
Machine Sewing
Furniture Repair
Appliance Repair
Renovation/Sales Donated Items
Clerical/Typing/Mailing Services

CLIENT WORK EXPERIENCES AVAILABLE (12 Assignments Available). Examples:
Electronics Repair
Materials Handler
Textiles Processors
Tube Testing
Truck Helper
Appliance Repair
Sales
Stocking
Salesmanship
Cashiering
Display
Labeling
Laundry/Steam Cleaning
Upholstery
Housekeeping
Clerk/Typist
Janitorial
Pricer

MANUAL SKILLS TRAINING CENTER
2421 LOMITAS
SANTA ROSA (SONOMA COUNTY) 95404

REFERRAL CONTACT
Rae Tivonka
(707) 527-8017
Wheelchair Accessible Program

PROGRAM TYPE: Activity Center

SERVICES PROVIDED
- Basic Self-Help
- Independent Living
- Prevocational Trng.
- Off-Site Work Projects
- Academics

CLIENT WORK EXPERIENCES AVAILABLE
- Foam Production
- Silk Screening
- Recycling

REDWOOD EMPIRE INDUSTRIES
217 ROBERTS AVENUE
SANTA ROSA (SONOMA COUNTY) 95401

REFERRAL CONTACT
Marchelle Jackson,
Rehabilitation Manager
(707) 542-5609
Wheelchair Accessible Program

PROGRAM TYPE: Workshop

SERVICES PROVIDED
- Vocational Counseling
- Work Adjustment
- Work Experience
- Voc. Eval. - Work Tryout
- Job Placement
- Extended Employment

Voc. Eval.: Work Sampling - JEVS, Valpar, VIEWS

BUSINESS CAPABILITIES OF SHOP
- Gardening/Grounds Maintenance
- Electric/Electronic Assembly
- Metal Fabrication & Assembly
- Printing Shop Services
- Salvage/Recycling
- Hand Assembly
- Metal Machine/Deburring
- Woodworking/Wood Products
- Hand & Machine Packaging
- Janitorial/Housekeeping
- Spiral Book Binding

CLIENT WORK EXPERIENCES AVAILABLE (10 Assignments Available). Examples:
- Hand & Machine Packaging
- Park Maintenance
- Litter Recycling
- Book Binding
- Packers
- Janitors
- Janitorial
- Landscaping
- Electronic Assembly
- Machine Operators
- Nail Punching

SONOMA VALLEY CENTER
1254 BROADWAY
SONOMA (SONOMA COUNTY) 95476

REFERRAL CONTACT
Susan Levine, Program Director
(707) 996-5988
Wheelchair Accessible Program

PROGRAM TYPE: Day Training & Activity Center

SERVICES PROVIDED
- Independent Living Skills
- Prevocational Trng.

CLIENT WORK EXPERIENCES AVAILABLE
- Production
- Collating
- Packaging

SUNRISE INDUSTRIES (SONOMA STATE HOSPITAL)
P.O. BOX 1400
ELDRIDGE (SONOMA COUNTY) 95431

REFERRAL CONTACT
Dave Mooney, Supervisor
Sheltered Workshop
(707) 996-1011
Partially Wheelchair Accessible
Program Because of Needs
for Ramps & Other Aids

PROGRAM TYPE: Work Activities Center

SERVICES PROVIDED
- Medical Evaluation
- Speech Services
- Medical Management
- Occupational Therapy
- Extended Employment
- Social Services
- Vocational Counseling
- Physical Therapy
- Independent Living Skills Trng.
- Hearing Services
- Psychological Services
- Work Experience
- Work Adjustment
- Therapeutic Recreational Services
- Prevocational Trng.
- Employment Prep. Trng.
- Voc. Eval. - Work Tryout

Voc. Trng.: Ceramics, Nurseryman

Voc. Eval.: Work Sampling - In-House Samples

BUSINESS CAPABILITIES OF SHOP
- Hand Assembly
- Hand & Machine Packaging
- Gardening/Grounds Maintenance
- Name Plate Printing
- Janitorial/Housekeeping
- Ceramic Manufacturing
- Salvage/Recycling

Proprietary Products: China Dolls, Nursery Containers, Specialize in Ground Cover for Wholesale Nurseries, Ceramics

CLIENT WORK EXPERIENCES AVAILABLE (17 Assignments Available). Examples:
- Truck Loading
- Hand Assembly
- Operating Name Plate Machine
- Ceramic Work
- Planting
- Wheelchair Repair

COASTLINE ENTERPRISES
(DEL NORTE ASSN. FOR THE RETARDED)
1301 NORTHCREST DRIVE
CRESCENT CITY (DEL NORTE COUNTY) 95531

REFERRAL CONTACT
Julie Mannarino, Director
(707) 464-3038
Wheelchair Accessible Program

PROGRAM TYPE: Workshop

SERVICES PROVIDED
- Prevocational Trng.
- Independent Living Skills Trng.
- Work Experience
- Job Placement
- Work Adjustment
- Extended Employment

BUSINESS CAPABILITIES OF SHOP
- Hand Assembly
- Ceramic Manufacturing
- Woodworking/Wood Products
- Salvage/Recycling

Proprietary Products: Redwood Lawn Chairs, Bed Feeders & Bird Houses

CLIENT WORK EXPERIENCES AVAILABLE (4 Assignments Available). Examples:
- Pallet Nailing
- Janitorial
- Pick-up & Delivery of Materials
- Clay Molder
- Power Saw Operator

SERN REGION 9

WORK TRAINING CENTER FOR THE HANDICAPPED, INC.

2233 FAIR STREET
CHICO (BUTTE COUNTY) 95926

REFERRAL CONTACT
Bonnie O'Leary,
Rehabilitation Coordinator
(916) 343-7994
Wheelchair Accessible Program

PROGRAM TYPE: Workshop, Activity Center

SERVICES PROVIDED
- Vocational Counseling
- Employment Prep. Trng.
- Voc. Eval. - Work Tryout
- Job Placement
- Prevocational Trng.
- Work Experience
- Work Adjustment

BUSINESS CAPABILITIES OF SHOP
- Hand Assembly
- Upholstering
- Paint Spraying
- Machine Sewing
- Clerical/Typing/Mailing Services
- Gardening/Grounds Maintenance
- Hand & Machine Packaging
- Metal Fabrication & Assembly
- Janitorial/Housekeeping
- Woodworking/Wood Products
- Ceramic Manufacturing
- Metal Machining & Deburring

CLIENT WORK EXPERIENCES AVAILABLE (10 Assignments Available). Examples:
- Mower Operator
- Spray & Dip Painting
- Air Stapler Operator
- Collating
- Sewing Machine Operator
- Vacuum & Polisher Operator
- Band Saw Operator

FEATHER RIVER OPPORTUNITY CENTER

1811 KUSEL ROAD
OROVILLE (BUTTE COUNTY) 95965

REFERRAL CONTACT
Rehabilitation Counselor
(916) 534-1112
Partially Wheelchair Accessible
Because of Inaccessible
Upper Offices

PROGRAM TYPE: Workshop, Work Activities Center

SERVICES PROVIDED
- Social Services
- Voc. Eval. - Work Tryout
- Independent Living Skills Trng.
- Extended Employment
- Vocational Counseling
- Work Experience
- Work Adjustment

BUSINESS CAPABILITIES OF SHOP
- Hand Assembly
- Upholstering
- Woodworking/Wood Products
- Hand & Machine Packaging
- Machine Sewing

CLIENT WORK EXPERIENCES AVAILABLE (50 Assignments Available). Examples:
- Table Saw Operator
- Radial Arm Saw Operator
- Band Saw Operator
- Shaper Operator
- Packager
- Pallet Assembler
- Staple Gun Operator
- Router Operator
- Pop-Up Saw Operator
- Sander
- Boring Machine Operator
- Skill Saw Operator
- Sewing Machine Operator
- Pneumatic Nailer

GLENN COUNTY SHELTERED WORK ACTIVITY CENTER
RT. 1, BOX 195 E
ORLAND (GLENN COUNTY) 95963

REFERRAL CONTACT
Charles Pooley, Administrator
(916) 865-4921
Wheelchair Accessible Program

PROGRAM TYPE: Work Activities Center, Activity Center, Workshop

SERVICES PROVIDED
- Psychological Services
- Speech Services
- Social Services
- Extended Employment

BUSINESS CAPABILITIES OF SHOP
- Hand Assembly
- Salvage/Recycling
- Woodworking/Wood Products
- Engraving
- Hand & Machine Packaging
- Renovation/Sales Donated Items
- Ceramic Manufacturing

Proprietary Products: Rice Boxes

CLIENT WORK EXPERIENCES AVAILABLE (8 Assignments Available). Examples:
- Packaging
- Contract Work
- Mowing
- Yard Maintenance
- Food Service
- Janitorial
- Woodworking
- Engraving

SHASTA COUNTY WELFARE DEPARTMENT
SHASTA COUNTY OPPORTUNITY CENTER
568 N. MARKET STREET
REDDING (SHASTA COUNTY) 96001

REFERRAL CONTACT
Marjorie Dowd, Workshop Mgr.
Janet Dolce, Social Worker
Peggy Elwood, Social Worker
(916) 246-5781
Wheelchair Accessible Program

PROGRAM TYPE: Workshop, Work Activities Center

SERVICES PROVIDED
- Medical Evaluation
- Hearing Services
- Psychological Services
- Employment Prep. Trng.
- Work Experience
- Physical Therapy
- Independent Living Skills Trng.
- Occupational Therapy
- Job Placement
- Speech Services
- Prevocational Trng.
- Therapeutic Rec. Services
- Extended Employment
- Vocational Counseling
- Voc. Eval. - Work Tryout
- Social Services
- Work Adjustment

Voc. Eval.: Work Sampling - In-House Samples
Psych. Testing- Variety of Perceptual, Aptitude, Dexterity, Physical Strength, Interest, Perceptual-Motor

BUSINESS CAPABILITIES OF SHOP
- Hand Assembly
- Ceramic Manufacturing
- Paint Spraying
- Clerical/Typing/Mailing
- Hand & Machine Packaging
- Printing Shop Services
- Janitorial/Housekeeping
- Gardening/Grounds Maintenance
- Renovation/Sales Donated Items
- Woodworking/Wood Products
- Salvage/Recycling

SHASTA COUNTY OPPORTUNITY CENTER (cont'd)

CLIENT WORK EXPERIENCES AVAILABLE (260 Assignments Available). Examples:
- Letter Shop Oper.
- Drill Press Oper.
- Power Saw Oper.
- Packer
- Assembler
- Stapler
- Off-Set Printing Machine Oper.
- Addressing Graph Machine Oper.
- Collator

SISKIYOU OPPORTUNITY CENTER
P.O. BOX 304
1516 S. MT. SHASTA BLVD.
MT. SHASTA (SISKIYOU COUNTY) 96067

REFERRAL CONTACT
Charles Edelson, Director
(916) 926-4698
Partially Wheelchair Accessible/
Barriers in Woodshop

PROGRAM TYPE: Workshop

SERVICES PROVIDED
- Voc. Eval. - Work Tryout
- Employment Prep. Trng.
- Independent Living Skills Trng.
- Vocational Counseling
- Work Experience
- Prevocational Trng.
- Work Adjustment
- Extended Employment
- Job Placement

Voc. Eval.: Work Sampling - Valpar
Psych. Testing- Kuder General Interest Survey, Form E, AAMD-Becker Reading - Free Vocational Interest Inventory, Wide Range Achievement Test, 1965 Revision

BUSINESS CAPABILITIES OF SHOP
Woodworking/Wood Products

Proprietary Products: Survey Stakes, Lath, Pallets, Cedar Fencing, Trailer Wedges, Kiln Stickers

CLIENT WORK EXPERIENCES AVAILABLE (13 Assignments Available). Examples:
- Material Handler (Wood)
- Pallet Assembler
- Fork Lift Operator
- Cut-Off Saw Operator
- Box Assembler
- Heat Seal Strapper
- Cedar Grader
- Pneumatic Nail Gun Operator
- Band Saw Operator

TRINITY COUNTY OPPORTUNITY CENTER
FOR HANDICAPPED, INC.
BOX 1076
HAYFORK (TRINIDAD COUNTY) 96041

REFERRAL CONTACT
Karl H. Livengood, Executive Director
Robert Stricker, Day Treatment Coordinator
(916) 628-5103
Wheelchair Accessible Program

PROGRAM TYPE: Work Activities Center & Activity Center

TRINITY COUNTY OPPORTUNITY CENTER, INC. (cont'd)

SERVICES PROVIDED

- Psychological Services
- Medical Management
- Prevocational Trng.
- Independent Living Skills Trng.
- Social Services
- Extended Employment
- Employment Prep. Trng.
- Therapeutic Recreation Services
- Work Experience
- Vocational Counseling
- Work Adjustment

BUSINESS CAPABILITIES OF SHOP

- Janitorial/Housekeeping
- Electric/Electronic Assembly
- Woodworking/Wood Products
- Gardening/Grounds Maintenance
- Upholstery
- Furniture Repair/Refinishing
- Renovation/Sales Screening
- Salvage/Recycling
- Hand Assembly
- Hand Split Shake Mfg.

Proprietary Products: Hand Split Sugar Pine, Douglas Shakes & Picinic Tables

CLIENT WORK EXPERIENCES AVAILABLE (5 Assignments Available). Examples:

- Rag Maker
- Shake Grader
- Shake Splitters
- Sander
- Radial Arm Saw Oper.
- Bundler
- Janitor
- Picnic Table Assembler

TEHAMA COUNTY OPPORTUNITY CENTER, INC.

RTE. 1, BOX 1100 BAKER ROAD
RED BLUFF (TEHAMA COUNTY) 96080

REFERRAL CONTACT

Delbert Brownfield,
Program Manager
(916) 527-0407
Wheelchair Accessible Program

PROGRAM TYPE: Work Activities Center & Activity Center

SERVICES PROVIDED

- Social Services
- Vocational Counseling
- Extended Employment
- Work Experience
- Employment Prep. Trng.

BUSINESS CAPABILITIES OF SHOP

- Woodworking/Wood Products
- Clerical/Typing/Mailing Services
- Salvage/Recycling
- Hand Assembly
- Hand/Machine Packaging

Proprietary Products: Wooden Craft Items, Christmas Products

TEHAMA COUNTY OPPORTUNITY CENTER (cont'd)

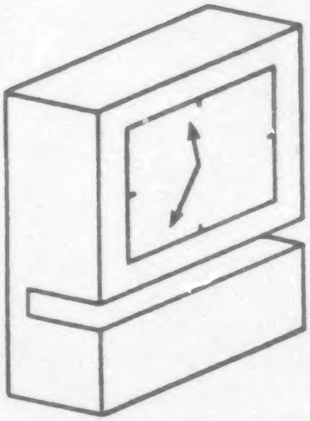
CLIENT WORK EXPERIENCES AVAILABLE (50 Assignments Available). Examples:

- Pallet Nailing
- Making Trailer Steps
- Truck Driver
- Sanding
- Cutting Stickers
- Painting
- Forklift Operator
- Power Saw Operator

VOCATIONAL EDUCATION FOR THE SEVERELY HANDICAPPED

SECTION VI

SUMMARY OF ARTICLES AND BOOKS RELEVANT TO VOCATIONAL TRAINING, PREVOCATIONAL TRAINING, AND REHABILITATION OF SEVERELY HANDICAPPED INDIVIDUALS



P.A.C.E.

SUMMARY OF
ARTICLES AND BOOKS RELEVANT TO VOCATIONAL TRAINING, PREVOCATIONAL TRAINING, AND REHABILITATION OF SEVERELY HANDICAPPED INDIVIDUALS

The past ten years have been a time of rapid development in research and model program development in the overall area of vocational training for severely handicapped persons. As a result, a large body of literature now exists which examines these topics.

Part I of this section includes a brief discussion of some valuable books which can be useful to people involved in developing vocational education programs for severely handicapped persons.

Part 2 is a collection of detailed summaries of published articles concerning the vocational programming of the severely handicapped.

At the beginning of Part 2 is an index of all the summaries alphabetized by the author.

Part 3 lists professional journals relevant to vocational education for the severely handicapped.

Following Part 3, a glossary of behavioral terms relevant to the literature review has been given.

This section does not represent all literature in the field.

PART 1: BOOKS

. Competitive Employment: New Horizons for Severely Disabled Individuals. By Paul Wehman, Ph.D., Virginia Commonwealth University.

This text gives you techniques and procedures necessary for determining competitive employment assessment, training, placement, and retention for adolescents and young adults with mental and physical handicapping conditions.

It provides vocational special needs personnel, rehabilitation specialists, and special education teachers with the expertise they need to move severely disabled adolescents and young adults out of sheltered workshops and into competitive employment settings.

Competitive Employment discusses:

- Necessary procedures and techniques to implement an on-the-job training and placement program for severely disabled youth/adults
- Figures on cost-effectiveness of placement of workers with severe disabilities
- Placement data to substantiate competitive employment training programs
- Numerous case studies to illustrate successful placement of workers with severe disabilities in competitive employment
- Important employer and nonhandicapped co-worker survey data on the effectiveness of workers with severe disabilities

This book helps you match client skills with job environment requirements and gives you the training techniques, including behavioral intervention strategies, needed to help severely disabled workers adjust to their jobs with typical nonhandicapped workers. The reader is presented with the major obstacles to job placement and maintenance, plus which skills are most vital for adjustment to a non-sheltered situation.

Contents

Introduction
Assessing Employability of Severely Disabled Individuals
Training Skills for Competitive Employment
Placement and Job Retention
Social Validation of Competitive Employment Placements
Training Nonvocational Skills Critical to Work Adjustment
Model Competitive Employment Programs
Issues and Future Directions in Job Placement of the Severely Disabled
Index

Available from: Paul H. Brookes, Publisher
PO Box 10624
Baltimore, Maryland 21204

Prevocational Training for Retarded Students. By Dennis E. Mithaug, Ph.D.

The first section of the book reviews problems that have been associated with secondary school and post-secondary school problems in the past, and it analyzes the role of prevocational training in solving these problems. The test then describes the relation between prevocational training and the community through an analysis of community employment opportunities, the students' training needs relative to those options, and the school program that will best meet those needs.

Detailed data are also presented on the range and types of instructional materials to use in the prevocational program, the specific skills to be trained, and the instructional and managerial procedures to use. The final section details the results of prevocational training: the job tryout, in which the student applies recently learned skills and behaviors in a vocational situation, and the evaluation, which monitors daily, weekly and monthly progress and subsequently analyzes the effectiveness and efficiency of each step in order to validate the entire prevocational training process.

This book features a logically organized instructional framework for improving mentally retarded students' access to vocational educational opportunities in the community. The author concentrates on teaching the basic worker skills and behaviors required for entry into existing programs.

The text breaks down the prevocational training process into ten steps:

- Surveying the potential job placements in the community
- Selecting probable placements assessing job requirements for vocational placement
- Assessing job requirements for vocational placement
- Assessing students' skills relative to those requirements
- Specifying objectives to meet identified needs
- Selecting appropriate training materials
- Identifying instructional tactics for skill acquisition programs
- Identifying management tactics for behavior training
- Conducting the job tryout
- Evaluating students' progress and program effectiveness

Contents

Preface
Why Prevocational Training?
  The Problem
  The Solution
How Does Prevocational Training Relate to the Community?
  The Community
  The Student
  The Program
What Instructional Methods Are Appropriate for Prevocational Training?
  The Materials
  The Skills
  The Behavior
Where Does Prevocational Training Lead?
  The Job Tryout
  The Evaluation

Available from: Charles C. Thomas, Publisher
Bannerstone House
301-327 East Lawrence Avenue
Springfield, Illinois 62717

. Vocational Curriculum for Developmentally Disabled Persons. By Paul Wehman, Ph.D., Programs in Mental Retardation, School of Education, Virginia Commonwealth University; and Philip J. McLaughlin, Ed.D., Division for the Education of Exceptional Children, College of Education, The University of Georgia; with contribution by W. Grant Revell, M.S., Lawrence J. Kriloff, M.S., and Michelle Donnelly Sarkees, Ed.D.

This text directly addresses the need for a vocational curriculum and presents a logically sequenced array of work skills that provides teachers and other practitioners with a continuum of jobs for trainees with development disabilities. Each skill is presented with an instructional objective, statement of prerequisite skills and materials required, task analysis, and teaching procedures. Easy-to-understand guidelines explain how to implement the curriculum in a vocational training program.

This is a two-part text. The first part describes how to set up a vocational program and explains teaching techniques, task analyses, and ways of analyzing learning and behavior problems in vocational settings. The second portion provides a detailed curriculum with specific objectives and skill sequences in core skills and subdomains including janitorial, clerical, food service, horticulture, and domestic work. It fills a glaring gap in the literature and will be of immense help to practitioners in activity centers, special and vocational education programs, and rehabilitation facilities.

Although the curriculum was based primarily on experiences with individuals who have moderate, severe and profound disabilities, the curriculum is useful with mildly handicapped clients as well. Throughout, it reflects the authors' convictions that developmentally disabled persons are capable of productive sheltered work or successful competitive employment. It is the only rehabilitation text on the market that includes a detailed vocational curriculum for developmentally disabled persons.

Vocational Curriculum for Developmentally Disabled Persons will be of obvious immediate benefit to teachers and other practitioners working with developmentally disabled persons. It is also recommended as a text for courses in special and vocational education and rehabilitation. It should be included in all education and rehabilitation libraries.

Contents

Vocational Programming: State of the Art

Development and Implementation of a Sheltered Workshop Program

Toward Competitive Employment for Developmentally Disabled Individuals

Vocational Evaluation

Core Skills Subdomain

Domestic Skills Subdomain

Food Service Skills Subdomain

Home Industry Skills Subdomain

Horticulture Skills Subdomain

Janitorial Skills Subdomain

Office/Clerical Skills Subdomain

Annotated Bibliography on Vocational Programming for Severely Developmentally Disabled Persons

Available from: University Park Press
233 East Redwood Street
Baltimore, Maryland 21202
(800) 426-0856

- *Vocational Rehabilitation of Severely Retarded Adults*. By G. Thomas Bellamy, Robert H. Horner, and Dean Inman.

  This book describes and illustrates procedures for vocational "habilitation" of severely retarded adults.

  The authors present procedural guidelines for task design and analysis, vocational training and production supervision, and provide a comprehensive written account of the technical procedures most useful in direct services.

  It is a valuable reference for professionals working in special education and rehabilitation, existing staff in existing workshops and activity centers, government agencies, as well as students in graduate and upper-level undergraduate university courses.

Contents

- A Conceptual Basis
  - Introduction
  - A Behavioral Approach to Habilitation
- Task Planning
  - Task Design
  - Task Analysis
- Vocational Training
  - Introduction to Training
  - Step Training Procedures: Development of Response Topographies and Stimulus Control of Individual Steps
  - Teaching Difficult Steps
  - Chain Training: Establishing Stimulus Control Over Larger Response Units
  - Setting Training: Generalization of Stimulus Control to the Natural Work Setting
- Production Supervision
  - The Production Environment
  - Increasing and Maintaining Work Rate
  - Changing Work Behavior
- Conclusions
  - Implementing the Technology

Available from: University Park Press
233 East Redwood Street
Baltimore, Maryland 21202
(800) 426-0856

Vocational Rehabilitation of Severely Handicapped Persons: Contemporary Service Strategies. Edited by G. Thomas Bellamy, Ph.D., Director, Specialized Training Program, and Assistant Professor of Special Education, University of Oregon; Gail O'Connor, Ph.D., Office of Research, Washington Department of Health and Social Services, Olympia; and Orv C. Karan, Ph.D., Rehabilitation Research and Training Center on Mental Retardation, University of Wisconsin.

This book provides an overview of current efforts to include severely handicapped adults in the occupational mainstream of community life. The authors focus on developing strategies for practical implementation of vocational research results and indicate how meaningful work opportunities can be made available to individuals with severe handicapping conditions.

The authors share a common interest in creating vocational opportunities for a diverse group of individuals for whom work previously has not been an option. They discuss current strategies for implementing the technology of vocational rehabilitation across both professional and organizational boundaries, and they describe efforts to provide improved vocational opportunities in public schools, sheltered workshops, institutions, and activity centers. They fully cover the usefulness of such strategies as court action to increase job-related services, efforts to change standards and funding mechanisms for community programs, development of new conceptual models for service provision, and use of applied research to improve vocation programs.

Vocational Rehabilitation of Severely Handicapped Persons, combining the history and the contemporary breadth of this developing field, provides a durable reference for both program planning and personnel preparation. It is recommended as a basic text for courses in vocational rehabilitation and special education and as an essential reference for professionals working in rehabilitation programs or programs for people who have severe handicaps.

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233 East Redwood Street
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· Vocational Training for Mentally Retarded Adults: A Behavior Analytic Approach. By Dr. Frank R. Rusch, and Dr. Dennis F. Mithaug.

Meeting the vocational needs of adults who are mentally retarded is a challenging task, but it is not insurmountable. This program outlines the procedures for incorporating unique individuals into the mainstream of society. It is a direct response to the need for a behaviorally based vocational training program which places adults in competitive employment positions where they can earn minimum wage or better.

The authors describe the data-based components of a vocational training program and present a systematic problem-solving approach for taking into account the judgments of community persons--employers, supervisors, and co-workers--who will actually determine the success or failure of the program.

Vocational Training for Mentally Retarded Adults outlines the essential characteristics of a behavior analytic approach and details the full range of training and behavior management procedures. A description of evaluation procedures is followed by a presentation of the step-by-step program. Social and vocational survival skills and the use of public transportation are also covered. Placement procedures and follow-up strategics conclude this outstanding contribution to the field of vocational training.

Ideal for college courses and inservice training.

Content highlights:
- Training and managing behavior
- Evaluating progress
- Total service planning
- Social/Vocational survival skills
- Getting to and from work
- Placement
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A Program Forms booklet by Dr. Frank Rusch outlines training and data collection procedures.

Available from: Research Press
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Bellamy, G. T., Inman, D. P., and Yates, J. Workshop supervision: Evaluation of a procedure for production management with the severely retarded. Mental Retardation, 1978, 16, 317-319.

Purpose

To evaluate the effectiveness of a supervision method which involves a timer contingency to increase production during sustained employment periods of severely retarded individuals.

Discussion

I. The study took place in a sheltered workshop where two supervisors were responsible for 14 workers. Three were subjects.

II. The following timer contingency caused a dramatic increase in productivity in two of the three subjects:

   A. Each time the subject completed an assembly, he raised his hand.

   B. The supervisor checked for accuracy.

   C. The subject received two pennies as well as verbal praise if assembly was completed before the timer went off.

   D. Each timer was set for the average time that subject required to complete an assembly in the past.

   E. If the subject failed to beat the timer, one penny was delivered upon task completion.

III. It is important to identify combinations of supervision variables which result in competent work behavior in severely retarded adults.

IV. Duration as well as degree of change made by severely retarded individuals as a result of programming should be evaluated.

Bellamy, G.T., Inman, D.P., and Schwartz, R. Vocational training and producti supervision: A review of habilitation techniques for the severely and profoundly retarded. In N. Haring and D. Bricker (Eds.), *Teaching the Severely Handicapped*, Volume III. Seattle: American Association for the Education of the Severely/Profoundly Handicapped, 1978.

Purpose

I. To examine training techniques to alleviate skill deficits.

II. To explain some production supervision techniques to increase work rates.

Discussion

I. Teaching techiques based on behavioral theory make good use of whatever potential an individual possesses.

  A. There are at least four basic methods that can be used to teach new response topographies or to improve the quality of responses already in an individual's repertoire.

    1. *Shaping*: involves different reinforcement of successive approximations until the individual reaches a criterion level of behavior (i.e., as the trainee learns the task, the criterion for reinforcement goes up).
    2. *Physical priming*: involves physically holding and then moving the trainee through the desired motor response.
    3. *Modeling*: involves teaching a skill by observation of the trainer's demonstration.
      a. This is successful only if the trainee can imitate.
    4. *Verbal directions*: involves verbal instructions about the behaviors required by a task.
      a. This is not as likely to be successful with the more severely retarded.

  B. There are three practical techniques that can be used to improve stimulus control.

    1. *Differential reinforcement*: involves immediate reinforcement of all members of a specified response class in the presence of a defined stimulus condition. Other responses are ignored.
    2. This method involves manipulating stimulus features of the task to accentuate the relevant dimension to which the trainee must attend and respond differentially.
      a. This can involve reducing large cue differences.
      b. The purpose is to establish stimulus control over the trainee's behavior and then to remove the added cue information gradually.
    3. The last method involves gradually fading trainer assistance.
      a. If verbal assistance is provided, a direction such as "the raised side goes up" can be replaced with "try another way" and then eliminated completely.

II. When evaluating the research conducted on productivity of individuals with severe handicapping conditions, it is important to keep the following in mind:

   A. Most production studies involve subjects who were either enrolled in vocational programs or specifically selected for those programs.

      1. This selectivity may eliminate some individuals whom future vocational programs will be expected to serve.

   B. Very little research has been conducted on a long-term basis.

      1. An individual's performance during the first month of employment may not be a reliable basis for prediction of production six months later.

   C. Many research studies do not take into consideration the realities of staff ratios, staff expertise, and equipment budgets.

      1. Research is needed to develop measurement systems and supervision procedures that can be implemented in typical workshop settings.

III. The following are some practical suggestions for increasing production rates of individuals with severe handicapping conditions.

   A. Distinguish between vocational training and production supervision functions.

   B. Implement daily measurement systems for worker productivity, based on number of work units completed and/or on-task behavior.

   C. Identify events in the work environment that may function as reinforcing events for individual workers.

   D. Plan systematic contingencies of reinforcement, using the events identified as consequences for task completion or task attending behaviors.

   E. Evaluate the effectiveness of each contingency arrangement by noting its long-term effects on daily measures of productivity or attending behaviors of workers.

Bellamy, G.T., and Warfield, G. Habilitation of the severely and profoundly retarded: Illustrations of competence. Education and Training of the Mentally Retarded, 174-184.

Purpose

I. To raise professional expectancies about the possible vocational abilities of people who are severely and profoundly retarded.

II. To provide specific illustrations of effective training procedures and work supervision methods.

Discussion

I. Review of the literature suggests that individuals who are severely and profoundly retarded are capable of much more difficult vocational tasks than they are usually given the opportunity to perform.

II. The Specialized Training Program is a subcontract shop which performs small parts assembly work.

   A. The program employs and trains severely retarded adults.

   B. These workers have learned to assemble tasks with up to 52 steps.

   C. Production rates often exceed normal time standards established by contracting industries.

   D. The approach taken by this program is that workshops should not seek work to match the current abilities of workers, but rather should find ways to teacn skills required by available work.

III. Many vocational training procedures have been successfully utilized to teach assembly tasks to individuals who are severely and profoundly retarded.

   A. Task analysis is almost always used to identify task steps.

   B. There are various other techniques for training correct performance after a task analysis had been developed.

      1. Reinforcement of successive approximations
      2. Physically putting the trainee through the required movements
      3. Verbally instructing the trainee
      4. Modeling the correct movements
      5. Providing additional cues
      6. Changing the nature of the discrimination to match the skill of the trainee

IV. The training procedure used at the Specialized Training Program included many of the previously mentioned methods.

   A. A task analysis was made of each assembly task to be trained.

B. The task was then divided into four segments, with several steps of the task analysis in each segment.

C. Each segment was taught until the trainee reached a criterion of two consecutive trials in which all steps were performed correctly.

   1. A response was considered correct if it was performed completely independently.

D. Correct performance of a step was followed by verbal reinforcement, affectionate physical contact and/or edibles.

E. Incorrect steps were followed by a correction procedure.

   1. Trainer provided assistance with a verbal direction, model, or physical prompt.
   2. The trainee was then asked to repeat the step until it was done correctly.

F. Other procedures were used to increase appropriate work behaviors and decrease inappropriate ones.

   1. Reinforcement for appropriate behavior
   2. Brief withdrawal of trainer attention for inappropriate behavior

V. Review of the literature suggests that immediate environmental events can account for considerable variability in production of individuals who are retarded. Some of these are:

A. Providing reinforcing consequences for work

B. Providing aversive consequences for low rates of production

C. Giving definite instructions about expected performances or consequences

D. Arranging for work with a more competent co-worker

VI. A study was conducted in the Specialized Training Program to analyze the affect of praise for completed tasks versus a reminder when the subject went off-task.

A. Results showed that both kinds of comments made by the supervisors increased production rate.

Bellamy, G.T., and Wilcox, B. Secondary education for severely handicapped students: Guidelines for quality services. Unpublished manual. Center on Human Development, University of Oregon, 1980.

Purposes

To present a set of criteria, or program qualities, that should characterize model secondary programs for students who have severe handicapping conditions.

Discussion

I. Secondary education for students who have severe handicapping conditions must provide a dual service.

   A. Preparation for functioning in future work and living environments

   B. Effective transition to those environments

II. The following is a set of criteria which should guide the design of secondary programs for students who have severe handicapping conditions, if the above mentioned objectives are to be met.

   A. Integration is very important in order to prepare severely handicapped individuals for post-school environments with nonhandicapped people.

      1. This does not mean the mainstreaming of a severely handicapped student into a regular education classroom, but it requires school placement with age-appropriate nonhandicapped peers.
      2. It requires planned interaction between handicapped and nonhandicapped students.
      3. The school day, including recess and lunch should be the same for severely handicapped students as it is for the nonhandicapped.
      4. Regular school buses should also be used for students who have severe handicapping conditions, instead of special buses for the handicapped.

   B. Age-appropriate: programs should be appropriate to their chronological age.

      1. Materials appropriate for elementary school are not appropriate for secondary-age students (dolls, blocks, large piece puzzles, etc.).

   C. Community-referenced: the selection of goals, instructional procedures and contingencies for secondary severely handicapped students should be referenced to the local community.

      1. This is as opposed to curricula organized to follow a hypothetical child development sequence.
      2. It emphasizes skills in work, leisure, community participation, and residential living.

3. Functional skills are important (i.e., whose performance is frequently required in the actual community environment), whereas academic skills may not be.
    a. Being able to print a grocery list is far less important than being able to use a picture list to shop.
4. Commercially developed curriculum packages are not community referenced, since they are not based on the local community.

D. Future-oriented: this requires preparing students for post-school environments.

1. There is some basis for anticipating change in adult services. This must be taken into consideration when preparing students for the future.

E. Non-categorical education is best for secondary students who have severe handicaps.

1. Adult services are non-categorical.
2. Emphasis should be on elements common to all students.
3. Functional alternatives to categorical designations include
    a. Age level differentiations
    b. Grouping based on programming needs
    c. Neighborhood service groupings

F. Comprehensive: this should be judged by what the students need.

G. Parent involvement is very important.

1. Decisions regarding vocational, domestic and leisure skills and their ordered importance are made by the parents and teachers.

H. Effective: a program must meet its goals.

1. In secondary education, this reflects changes in daily performance in residential, vocational, leisure and community environments.

III. Significant changes will be required in order to meet the previously listed criteria.

A. Curriculum formulation to meet these criteria has two important implications.

1. Local referencing is a necessity.
    a. This reduces the utility of packaged curriculum materials.
    b. There is no specific sequence in which skills must be learned. This is dependent on each individual's needs.
    c. This focuses attention on daily performance rather than the continued acquisition of skills.
        (1) The issue is not what s/he can do in response to instructional cues in the classroom, but what s/he does do on a regular basis in various settings.

2. Choices of goals is very difficult.
   a. Often the selection of one goal necessarily precludes the possibility of meeting a second goal as a result of time constraints.

B. Instructional methods should reflect the qualities of age appropriateness, community referencing, parent involvement and effectiveness.

1. This is closely related to the issue of transfer and generalization of behavior changes.
   a. Instruction should occur totally in the environments where performance is expected.
   b. Teaching materials and responses required should reflect the stimuli and behaviors typically encountered in the community.

C. Program administration and support is necessary in order to achieve objectives. It is different than the support needed in elementary schools.

1. Support for instruction outside the classroom is necessary.
2. Funding for time for development of local curriculum is needed.
3. There is a need for different professional services.

D. Advocacy for adult services is very important.

1. Early referral and coordination with existing adult services will help.
2. Schools can assist in developing needed changes by keeping parents and advocates informed of actual local opportunities and by participation in efforts to secure funds for appropriate programs.

Bellamy, G. T., Wilson, D. J., Adler, E., and Clarke, G. Y. A strategy for programming vocational skills for severely handicapped youth. Exceptional Education Quarterly, August 1980, 1(2). 85-97.

Purpose

To present a model for the development of various curriculum to teach vocational skills to students with severe handicapping conditions.

Discussion

I. Several reasons to expect that severely handicapped students now in secondary programs may have access to vocational environments as adults:

   A. A legal basis for expecting change is provided by the Rehabilitation Act of 1973 and related court cases

   B. Developing sophistication in treatment and training technologies

   C. More access to normalized opportunities and life styles

II. To select specific vocationally related instructional objectives, it is first necessary to identify major characteristics and skill requirements of the work environment to which severely handicapped students may have access.

III. General case programming extends the detailed environmental analysis to multiple tasks and job settings to determine common requirements of several work opportunities.

IV. General case programming involves the following steps:

   A. Identify component skill areas

   B. Determine the behavioral and stimulus control requirements

   C. Sequence instructional content

   D. Design instructional tasks

V. A highly competitive labor force and rapidly changing job requirements will necessitate sophisticated and flexible work skill for the student who is severely handicapped.

Belmore, K., and Brown, L. A job skill inventory strategy designed for severely handicapped potential workers. In N. Haring and D. Bricker (Eds.), *Teaching the Severely Handicapped*, Volume III. Seattle: American Association for the Education of the Severely/Profoundly Handicapped, 1978.

Purpose

To present a job inventory strategy to help educators to provide students who are severely handicapped with marketable work skills.

Discussion

I. There are four basic assumptions that relate to the use of job skill inventory strategies with severely handicapped students.

  A. Successful performance on the job is as much a function of transportation, social, emotional, and health maintenance skills as it is a function of the ability to perform specific job tasks.

  B. A teacher cannot make inferences about performance. Everything must be empirically demonstrated.

  C. Massive changes in traditional public practices are necessary.

  D. An inventory can only relate to selected skill clusters.

An Outline of the Madison Job Skill Inventory

I. General information
  A. Reasons why severely handicapped students are considered for this job
  B. A general description of the job
  C. A general description of the work setting
  D. A general description of the social environment
    1. Information related to fellow workers
    2. Information related to supervision
    3. Information related to special contingencies of the employer

II. Specific skill requirements of the job under analysis
  A. A listing of the basic physical/sensory motor skills required
  B. A listing of the basic interpersonal skills required
  C. A listing of the basic language skills (verbal and nonverbal) required
  D. A listing of the basic functional academic skills required
  E. A listing of the basic machine and tool skills required
  F. A listing of the basic hygienic skills required

III. Supportive skills and other information required
  A. Transportation skills required
  B. Skills related to work preparation
  C. Basic money-management skills required
  D. Time telling and time judgment skills required
  E. Health code requirements
  F. Informed consent and legal requirements

Expansion

I. General information

A. Reasons why severely handicapped students are considered for this job. Specific reasons why the resources of the educational community should be focused toward training persons who are severely handicapped to function in a particular job should be presented. The major purpose is to show that a return for the educational investment is probable. Thus, it is suggested that at least the following questions should be answered. (Obviously, if the answers to any of the questions are negative, it is incumbent upon the educational community to provide the training and other accommodations necessary to generate affirmative answers.)

1. Has a person who is severely handicapped ever functioned effectively on this particular job or a closely related job?
2. Has the job been performed successfully by workers with mild handicapping conditions?
3. Does a task analysis of the job suggest that the components can be taught to an available severely handicapped student?
4. Contingent upon successful work-study performance, will a student with a severe handicap be hired by the employer?
5. Is the job site accessible (transportation)?

B. A general description of the job. The general description of the job should precisely state the components of the job tasks under analysis. The purpose is to provide an overview of the job that presents the specific job task, work hours, and performance criteria. Hopefully, the general description will provide a teacher with an initial list of the rudimentary requirements of a particular job. A minimal list of what might be included in the general description is as follows:

1. A succinct task analysis of the job should be included. The analysis should include at least the 10 to 20 basic steps necessary for successful job performance. The task analysis should also include the following items:
   a. A description of skills that are not part of the sequence described in the task analysis. For example, there may be special cleaning duties to be performed during slack period.
   b. A precise description of basic performance criteria. This description should include information pertaining at least to rate, accuracy, error tolerance, duration, latency, and intensity, as they are relevant.
2. Required work hours per day and per week, days off, overtime, scheduled breaks, and so on, should be described.
3. Products produced should be described.

C. A general description of the work setting. A general description of the work setting contains vital information necessary for determining the physical conditions under which a worker will be required to function. Without this information, teachers might train potential workers in simulated settings that do not accurately represent the settings in which the workers will ultimately perform. It is suggested that at least the following information be gathered.

1. The description of the work settings should include relevant aspects of the entire physical plant and a more detailed description of specific work areas pertaining to the job.
2. When appropriate, the description of the work setting should include a diagram of crucial work areas.
3. The description of the work setting might also include a summary of environmental changes required. For example, instances when a worker must move from one room to another or go from within a building to the outside should be presented.

D. A general description of the social environment. The description of the social environment should highlight the nature and extent of social interactions required. Obviously this component can list only a sample of possible social experiences. This description should cover three subcomponents: (1) fellow workers, (2) supervision, and (3) special contingencies of the employer.

1. Information related to fellow workers. Visible characteristics of fellow workers should be described in detail. Specifically, the age, sex, daily attire, hair length, duration of employment, and if available, direct statements made by fellow workers concerning the employment of severely handicapped workers should be investigated.
2. Information related to supervision. The type(s) and amount of supervision typically provided to workers of the job being assessed should be described in the form of at least the following:
    a. The number of visits a superior makes to the work station during specified time intervals
    b. The number of direct commands issued by a supervisor during given time intervals
    c. A list of the actual direct commands issued
    d. The number of supervisors who will relate to the worker in question
3. Information related to special contingencies of the employer. Special directives or rules made by an employer that are applicable to all employees should be listed. Specific stipulations might include the following:
    a. The employer might prohibit gum chewing or smoking.
    b. The employer might stipulate certain hair lengths or the use of hair nets.
    c. The employer probably has set procedures concerning absences, breaks, holidays, compensatory leave, and covering for the absence of fellow workers.
    d. The employer may set aside certain areas for taking breaks, using vending machines, or smoking.

II. Specific skill requirements of the job under analysis. Each work skill should be listed and described in detail. From information secured here, teachers and employers often make the most critical evaluations of an individual's readiness for work. This information is also vital for planning and implementing instructional programs that will teach specific work skills that an individual student does not yet have.

A. A listing of the physical/sensory motor skills required. The important motor skills required of the worker should be listed. There are hundreds of motor activities required by even the most rudimentary job. However, it is essential that the job assessor and the employer select crucial motor skills. A specific physical-motor skill investigation should relate to at least the following:

1. The quantity of weights lifted and the distance the weights must be carried by the worker should be determined. A precise description of items carried should also be included.
2. Any unusual visual or auditory demands placed upon the worker should be described.
3. The amount of time the worker is required to stand and/or sit while performing work-related duties should be described.
4. Each physical demand deemed crucial should be described in behavioral terms. For example, if emptying the trash is required, then the description of this activity should include:
   a. Characteristics of trash cans and dumpsters
   b. Weights and distances involved
   c. Assistance provided or not provided

B. A listing of the basic interpersonal skills required. This is closely related to the social environment description discussed earlier. Hopefully, however, this component will provide more detailed lists of the specific cues and responses involved in the job under investigation. Specific basic interpersonal skills should include at least the following:

1. There should be a list of the specific actions required after direct statements or commands are made by supervisor.
2. The job assessor should describe the number and type(s) of social interactions conducted among fellow workers. Specifically, the assessor should determine:
   a. Which interactions are crucial to the job performance
   b. Which interactions facilitate social success but are not crucial to job performance
3. Lunch breaks and restroom breaks should be described. Specifically, the assessor should record:
   a. Whether or not the worker regulates the lunch break
   b. A description of the employee eating areas and restrooms
4. The procedures a worker must use to find additional work when assigned tasks are completed should be determined.
5. Attempts should be made to determine the frequency and types of unexpected social interactions that occur at given intervals. Specifically, there should be a description of:
   a. The number and types of occasions when a worker is expected to greet new acquaintances
   b. The number and types of occasions when a worker interacts with the public

C. A listing of the basic language skills required. Language skills are as crucial to successful performance as motor skills. Language skills will facilitate direction following and social interaction, as well as confidence in handling normal daily work requirements and unexpected situations. Within a job skills inventory, the following language requirements should be delineated:

1. The assessor should determine the required direction-following skills. Specifically, it should be noted whether one-, two-, or three-component directions are given by supervisors and/or fellow workers.
2. The assessor should list those nouns, adjectives, prepositions, and verbs specific to the job under investigation.
3. The assessor should determine required expressive verbal and nonverbal language skills.

D. A listing of the basic functional academic skills required. Frequently, vocational and academic skills are not taught in situations where these crucial skills are functional. Specific academic skills, however, can be pinpointed as essential to particular jobs. Thus, the functional academic section of an inventory could include the following:

1. The assessor should list the required reading, math, and writing skills, as well as any necessary telephone-use skills.
2. The assessor should describe essential categorization and discrimination skills.
3. The assessor should note any critical short-term memory requirements.

E. A listing of the basic machine and tool skills required. In addition to specifying physical-motor demands, the assessor should describe the range of machine and tool requirements. In this component, even the most rudimentary tools, such as a broom, as well as the more obvious machinery, such as a dishwasher, should be described.

F. A listing of the basic hygienic skills required. In this component, specific body care requirements should be described. These requirements might include body and clothes cleanliness, deodorant use, the use of hair nets, and shaving demands.

III. Supportive skills and other information required. There are probably several skill areas that do not pertain directly to the job under investigation but that are crucial to successful job performance. The following four skill areas could fit into this category: (1) transportation skills, (2) work preparation skills, (3) basic money management skills, and (4) time telling and time judgment skills. In addition, there are at least two other information clusters that must be considered: health code requirements and informed consent and legal requirements.

A. Transportation skills required. Without an independent method of getting to and from work, a severely handicapped worker probably will not be successful vocationally over an extended time period. Even if the worker is provided transportation by his/her parents or residential supervisors, job security would be a direct function of transportation resources. There are at least four methods or combination methods of independent travel that do not rely on "helpful others" and are available to workers with severe handicapping conditions: public buses, public taxis, bicycles, and walking. Thus the transportation skills component of the inventory should detail the skills required by these travel methods.

1. The distances to and from work and to and from locations the worker will be traveling should be described.
2. The transportation modes the worker will be using regularly should be precisely described.
3. Alternative methods of transportation open to the worker in the event that the primary source is unavailable on a given day should be presented.

B. Skills related to work preparation. Many students do not make advance plans concerning the clothes they will wear and, in many cases, what and where they will eat in a given day. One primary reason for this inability is that most persons with severe handicapping conditions are taught to leave day-to-day planning decisions to "helpful others." However, if students are to function successfully in vocational settings, they must be taught skills related to independent work preparation. For too long, students have arrived at sheltered workshops oddly dressed and either without sack lunches or money to purchase lunch. While such skill deficits may be tolerated by persons instructing severely handicapped students, this tolerance may not be available in more competitive job settings. Thus, it is suggested that at least the following work preparation skills be developed.

1. At least the following specific clothing requirements of the job under investigation should be determined:
   a. Clothing requirements specific to the job itself should be described. If uniforms are required, the person responsible for providing and maintaining uniforms should be determined.
   b. The clothing requriements acceptable for getting to and from work should be determined.
   c. Clothing preparation skills should be delineated. That is, laundry skills and color combination skills should be determined.

2. The work preparation component should describe daily lunch and break requriements. Minimally, the following questions should be answered:
   a. The amount of time the severely handicapped worker will be given to eat and, specifically, where lunch will be eaten should be described.
   b. The lunch options available to the worker should be listed. That is, the skills necessary to use brown bags, vending machines, or lunch counters should be delineated.

c. Who will prepare a sack lunch and what alternative preparation plans are available should be described.
d. Whether or not bagged lunches will require refrigeration should be determined.

C. Basic money management skills required. Often severely handicapped persons have much of their financial business "taken care of" or handled by "helpful others." However, with the development of sheltered workshops, the notion of remunerative income for productive severely handicapped workers has surfaced. Most supervisors recognize the right of the severely handicapped employee to manage certain portions of his or her income. It should be stressed, however, that competitive severely handicapped workers will need more comprehensive money management skills than many sheltered workshop employees. In competitive job settings, unscrupulous individuals could exploit severely handicapped workers. In addition, severely handicapped workers probably will not find the daily financial assistance previously available from others. Thus, it is crucial that basic money management skills be developed. Minimally the following skill clusters would be addressed:

1. The severely handicapped worker, the teacher, and parents should determine jointly the ways in which the worker will spend the new income.
2. The amounts of money the severely handicapped worker will need on a daily basis and for what purposes should be determined.
3. The method through which the severely handicapped worker will be paid should be determined.
4. How the severely handicapped worker will cash the check, and the type of assistance the worker's bank provides to handicapped patrons, should be determined.

D. Time telling and time judgment skills required. Time telling skills are being taught in classrooms for severely handicapped students. However, time judgment skills, or the abilities necessary to pair environmental events with specific daily time periods, are often not addressed in classrooms, but are often critical to successful job performance. Therefore, the following issues should be addressed to determine precisely the time skills needed for the job under investigation.

1. The degree to which the severely handicapped worker will need to tell time should be determined. Will the worker need to determine time to minute, 5-minute, or 30-minute intervals?
2. The critical events directly related to the job and the time of those events should be determined.
3. The nonjob events, such as lunch, which the severely handicapped worker will need to pair or match with specific daily time periods should be listed.
4. The time a worker will need to leave home in order to arrive at work on time should be determined.
5. Alternative time telling strategies available to a severely handicapped worker who does not have skills suggested in 1-4 above should be described.

E. Health code requirements. The final two components of the job inventory, health code requirements and informed consent and legal requirements, do not directly involve specific skills of severely handicapped workers. However, state and local laws and ordinances must be honored. Thus, within the domain of health code requirements, the following questions should be addressed:

1. The types of specific physical exams required of workers for the job under consideration should be determined.
2. Required vaccinations should be determined.
3. If the severely handicapped worker is being considered for food service, the requirements concerning restroom use and handwashing should be delineated.

F. Informed consent and legal requirements. The worker's teacher or advocate should investigate the following questions:

1. Will the severely handicapped worker need a work permit? If so, what steps will be necessary to procure one?
2. Does the severely handicapped worker have a Social Security card? Will the worker's income jeopardize Social Security benefits he or she is currently receiving?
3. Under what guardianship rules is the severely handicapped worker functioning? Who should provide legal permission before the severely handicapped student accepts employment?
4. Will the severely handicapped worker be protected by Workman's Compensation in the event of injury if he accepts the job under investigation?
5. Will the employer of the severely handicapped worker require bonding or other insurance?
6. Will the employer of the severely handicapped worker require the worker to attend orientation meetings? Can an advocate attend this meeting with the worker?
7. Has the severely handicapped citizen given consent to work on the job under investigation? Along with assessment of job skills, the question of whether or not the severely handicapped citizen indeed does want the job he is offered must be determined accurately.

Bernstein, G., and Karan, O. Obstacles to vocational normalization for the developmentally disabled. Rehabilitation Literature, 1979, 40(3), 66-71.

Purpose

To identify obstacles that interfere with successful habilitation of severely handicapped individuals.

Discussion

I. Evaluation methods are inadequate.

   A. Severely handicapped individuals are often declared ineligible for vocational services because they do not possess certain skills at the time of the evaluation.

   B. Most forms of evaluation have questionable validity.

   C. Most evaluations are short-term.

   D. The distinguishment between evaluation and training results in severely handicapped persons being found unsuitable for services.

II. There is a lack of resources for developmentally disabled adults.

   A. The developmentally delayed are regarded as a homogeneous group, rather than as individuals.

   B. Single programs simply cannot meet the multiplicity of vocational and other needs presented by the handicapped.

III. There is a lack of work incentives.

   A. Many developmentally delayed individuals are overprotected and underpaid.

   B. They haven't been given the opportunity to learn that work results in money, which can then be used for purchasing goods and services.

   C. The developmentally delayed are actually penalized when they start earning more than a modest amount of money.

      1. Loss of social security benefits
      2. Loss of rent subsidies
      3. Loss of medical assistance

IV. Caretakers are often overprotective

   A. They do not feel that vocational success is a realistic goal.

   B. For various other reasons, including fear of the unknown, parents often resist a focus on vocational and independent living tasks.

V. Transportation imposes a major obstacle.

   A. This is partially a result of overprotective caretakers.

   B. There have been a number of successful independent travel training programs.

VI. Lack of coordination among the various agencies that serve the developmentally delayed creates a major problem.

VII. There is a tremendous lack of accountability from service providers.

   A. Expectation levels are too low.

   B. Responsibility for failure often rests on the client instead of on the program.

VIII. Vocational rehabilitation counselors do not help severely handicapped individuals.

   A. They are not trained to deal with this population, which doesn't respond to traditional counseling techniques.

IX. Administrative policies are written in such a way that severely handicapped individuals are the least likely to receive vocational habilitation services.

X. In spite of the fact that an effective vocational habilitation technology exists, the vocational (re)habilitation technology model still relies heavily on verbal one-to-one counseling that places primary responsibility for improvement with the client, rather than with the rehabilitation personnel.

   A. The effective vocational habilitation technology is applied behavioral technology.

XI. The following recommendations have been made to overcome these obstacles:

   A. Attitude changes are imperative.

      1. Parents and professionals must be convinced that vocational success is a realistic goal.

   B. The negative incentive system must be changed.

   C. Evaluation practices need to be tied in with the remediation process.

   D. (Re)habilitation services must be held accountable for client progress.

      1. They must be able to explain improvement or lack of improvement in clear, unambiguous terms.

E. A new breed of rehabilitation counselors with knowledge of applied behavioral technology and the realization that it will not be possible to limit their work to vocational programming is necessary.

   1. Counselors do not get enough, and the right kind of, training.

F. The coordination of services problem may be solved with the existence of a case coordinator, who is responsible for dealing with the client, all the services that are necessary, and what should be done if progress does not occur.

G. The range and type of services must change.

   1. There should be different programs for mildly, moderately, and severely handicapped.
   2. There should be developmental links between these programs so that all persons can have the opportunity to move to a least restrictive environment.

Brickey, M. Normalization and behavior modification in the workshop. Journal of Rehabilitation, 1974, 40, 15, 16, 41, 44-46.

Purpose

To discuss how normalization and behavior technology can be applied to workshops and rehabilitation centers.

Discussion

I. Location of the facility is very important. When planning a new workshop or expanding a present one, the facility should be located in an industrial or business area with public transportation available.

II. Today's model of workshop rehabilitation is generally to give the client a battery of tests and work samples, put him in a "therapeutic" environment with encouragement and feedback from a work evaluator and/or counselor. It is hoped that work behaviors will improve and he will be ready for job placement.

III. The model can be greatly improved by:

A. Making the training situation resemble the terminal behavior (employment) as closely as possible.

B. Clearly identifying and systematically changing the behaviors that render the client unemployable, and

C. Keeping data so the effectiveness of assessment and modification procedures can be evaluated.

IV. Job stations should involve real work which is intended for market. Work samples and arts and crafts create an artificial atmosphere which do not give the client a realistic concept of work.

V. Supervisors or work evaluators perform four functions:

A. Being a supervisor to the client.

B. Conducting behavior modification programs.

C. Keeping data as to the worker's behaviors.

D. Collecting and analyzing data as to the worker's physical and mental abilities and limitations.

Certo, N., Brown, L., Belmore, K., and Crowner, T. A review of secondary-level education service delivery methods for severely handicapped students in the Madison public schools. In E. Sontag (Ed.), Educational Programming for the Severely and Profoundly Handicapped. Virginia: Special publication of Division on Mental Retardation, the Council on Exceptional Children, 1977.

Purpose

To review several secondary education models for severely handicapped students that have been used within the Madison public schools.

Discussion

I. The single teacher-single class model represents an entire school exclusively for severely handicapped individuals, composed of self contained classes where a single teacher is responsible for the total educational programming of the class.

A. There are several presumed advantages to this type of program.

1. There are fewer students per teacher per day.
   a. This makes it easier to spend more time with each student.
2. Fewer instructional materials per class are needed.
   a. With fewer students, the teacher has the time to develop individualized instructional materials.
3. There are fewer parents per teacher.
   a. Communication with the parents is very important, and easier with fewer parents.
4. Students have intimate knowledge of small groups of peers.
   a. It was expected that working with small groups of peers would increase social development.
   b. Self contained class is presumably less punitive than a regular public school.
5. Students learn to work well with at least one adult.
6. Teacher can work in a variety of curriculum domains.
   a. Thus, each teacher can place emphasis on particular curriculum areas for individual students.
7. Administration is simplified.
8. Homogeneous grouping is feasible.
   a. It was presumed that this makes instruction more efficient.
9. Inter-teacher communication is feasible, since they are clustered in the same school.
10. Teachers can coordinate all subject areas.
11. Flexible programming related to individual needs is possible.
12. Sole responsibility leads to increased accountability.

B. There are several presumed disadvantages of this model.

1. It is impossible to have interaction with nonhandicapped peers.
   a. The students have no opportunity to witness normal age-appropriate skills.
   b. They have no peer role models as far as dressing, hair styles or contemporary fads.

2. Interactions with adults are constricted.
   a. All too often a student will perform only for his/her teacher.
3. Self contained classes teach the students to function in an environment of all severely handicapped people, when the community at large has comparatively very few.
   a. Since severely handicapped individuals do not generalize skills across environments well, this will not prepare them to function in a predominantly nonhandicapped community.
4. Experiences in the community settings are limited.
5. Teachers who are only in contact with severely handicapped students become unaware of activities and expectations of nonhandicapped students of the same age.
6. Inter-teacher interactions are minimized.
   a. This is because no two teachers have the same students.

II. A departmentalized model involves giving the responsibility for specific curriculum domains to five different teachers, still in a self contained school for severely handicapped.

A. There are several advantages of this model over the self contained classroom model.

1. Students learn to function with a variety of adults in a variety of settings.
2. Teachers focused expertise on specific curriculum domains.
3. Teachers can develop highly specialized materials.
4. Teachers are forced to recognize longitudinal curriculum sequences.
   a. This is a result of teaching students who are functioning at all different levels.

B. In addition to the disadvantages found in the self contained classroom model which resulted from being a self contained school, there are a few other problems with this model.

1. Necessary communication between teachers does not always occur.
   a. This makes accountability a problem.
   b. Coordination of skills over subject areas is lacking.
2. Student performance across persons and settings within curriculum areas is lacking.
   a. Students do the same skills with the same teachers in the same classrooms.

III. A self contained school combined with community settings attempts to combine teaching severely handicapped students in school classrooms, with teaching them in local community settings. This is the model that is presently operating in the Madison public schools.

A. Advantages of this model include

1. The generalization problem is addressed.
   a. Students are taught to perform skills within and between curricular domains, and across persons, places, materials and language cues.

2. The development of functional post-school skills is enhanced.
3. The gap between school and community is reduced.
4. Exposure to nonhandicapped peers and adults is increased.
5. Students have the opportunity to adapt to negative affect, rejection and ridicule.
    a. If severely handicapped persons are going to function in this society, they need to learn to cope with these unpleasantries.
    b. It is better for severely handicapped individuals to be exposed to this prejudicial behavior in the presence of a teacher, who can intervene and train.
6. Students are expected to perform as nonhandicapped citizens.
    a. This will be expected in post-school environments, so training should begin earlier.
7. Community and professional expectancy stereotypes can be changed.
8. Students learn to perform without teachers as supervisors.

B. There are many obstacles to be overcome for severely handicapped individuals to learn to successfully function in the community while in secondary school.

1. Responsibility for the students when they are out of the building is a problem.
2. Administrative support is needed.
3. The community must be supportive and tolerant.
4. Liability insurance is required, and does not always include off-campus activities.
5. Teaching roles have to be expanded.
    a. Working hours may change.
    b. Location of instruction will change.
6. The model is more expensive in the short run, however, cost effective in the long run as a result of increased independence.
7. Parents are often concerned and afraid to let their children become more independent.

IV. Self contained classes within regular middle and senior high schools and community settings were just started at the writing of this article.

A. It was expected this would be one step better than self contained schools combined with community settings.

Crosson, J. E. A technique for programming sheltered workshop environments for training severely retarded workers. American Journal of Mental Deficiency, 1968, 73, 814-818.

Purpose

To describe an approach to the development of more efficient and effective vocational training procedures: the use of operant behavior principles.

Discussion

I. Sheltered workshops can be defined as special work environments for persons who are temporarily or permanently nonemployable.

   A. The emphasis should be to find ways to train retarded individuals to perform available work, rather than to find work to match the abilities of the employees.

II. The following technique involves the analysis and programming of task environments to maximize the likelihood that the trainee will emit the proper behaviors.

   A. The first step is the specification of the functionally integrated units of behaviors that make up the response sequence.

      1. The result will be a list of sequentially ordered behaviors that make up the task.
      2. The more severe the retardation of the individual to be trained, the smaller each step should be.

   B. The task is then analyzed with respect to stimuli or cues which can be associated with each of the behaviors.

   C. Consideration needs to be given to the order in which the training procedures for various components of the task ought to be taught.

      1. Sometimes a particularly difficult behavior is best trained separately, before the other training begins.

   D. In training the chain of behaviors, the most successful way seems to be to repeat each individual behavior several times before going on to the next.

   E. Initially, reinforcement should follow each correct response.

      1. Reinforcement should then be gradually thinned, until it is contingent upon completion of the entire sequence of responses.

   F. Trainer behavior should gradually be faded so that the trainee no longer requires any assistance in completing the task.

Crowner, T. Occupational education for severely handicapped students: Assessment and implementation. Unpublished manuscript.

Introduction

I. There are two lines of thought regarding occupational programming for severely handicapped persons.

   A. Programs need to be community based.

   B. Applied behavior analysis needs to be used to teach occupational skills.

II. The IEP is a possible place for these two ideas to be collaborated.

Purpose

I. To describe a useful organization of information on occupational evaluation and instruction, incorporating the two lines of thought. This is based on a program in Madison, Wisconsin.

   A. Emphasis will be placed on:
      1. Precision: how well an IEP details strategy for goal attainment
      2. Completeness: how thoroughly the IEP deals with the contingencies affecting the environment in which goals will be performed
      3. Coordination: of IEP across individuals and related agencies

Discussion

I. Occupational education conveys a broad view of prevocational and vocational education ranging across age and ability.

   A. A continuum can be established, based on amount of community effort

      Complete Reliance on Others ——///—— Self Maintenance ———— Sheltered Work ———— Complete Economic Self Support

      1. IEP's for occupational goals should identify jobs for severely handicapped individuals regardless of placement on this continuum.

II. Existing occupational programs often fail.

   A. One reason for this failure is that occupational education is treated as an isolated goal.
      1. They fail to prepare the environment for the student as well as they prepare the student for the work environment.
      2. They fail to solicit assistance from services or groups outside of the immediate administration of the program.
      3. They do not assure the relevance of program content to the job market and environment in which the students will live when they graduate.

III. Well written IEP's can combine applied behavior analysis and community based occupational preparation.

   A. This can help avoid many of the deficiencies which have been identified in the past with vocational preparation.

IV. A review of the literature reveals the following:

   A. Severely handicapped persons can learn complex and sophisticated behaviors

      1. Generalization of these skills is a problem.
      2. Severely handicapped individuals tend to retain skills which have immediate application.

   B. Diagnostic services are not relevant to the needs of the severely handicapped population and their families.

   C. To improve services, there needs to be more active involvement with the community on the part of the service purveyors.

V. The following is an overview of the Madison Metropolitan school district's program.

   A. It involves a combination of self-contained classes with community based experiences.

      1. Community based instructors are utilized. They have flexible schedules which allow them to operate during the evenings. They have six functions.
         a. To identify community environments in which students will function
         b. To analyze each environment and determine criteria for survival
         c. To work with classroom teachers to evolve instruction strategies leading to survival skills
         d. To prepare the environment for the eventual presence of persons with severe or profound handicapping conditions
         e. To implement instructional programs directly within that environment with targeted students
         f. To follow up into post secondary placement
      2. The staff works with parents and outside agencies to identify skills which are immediately meaningful to each student.
         a. Activities are then designed for skill development in the classroom, home and community.
      3. Cognitive, affective, sensory motor and language goals are identified for each student, as well as functional ways in which they can be achieved.

   B. Advantages observed with use of this program:

      1. Rapid skill acquisition and retention
      2. Community is becoming increasingly sensitized to the needs of the severely and profoundly handicapped persons

C. A disadvantage of the community based model is that it is administratively inconvenient.

1. Scheduling is a problem.
2. Monitoring staff time is difficult.
3. Liability related to safety factors increases.

VI. Initial assessment for occupational skills should occur across the occupational continuum.

A. Focus for assessment will be drawn from student's age, ability and needs.

1. Age dictates amount of school time left. The shorter this time, the greater the focus on specific occupational goals will be.
2. Ability will dictate the kinds of environments in which occupational information will be collected (i.e., at home, school, work site).
3. Need may dictate both emphasis and choice of work site; for example, some students may need a work site where very little verbal direction occurs.

B. Occupational assessment should be an integrated part of a general assessment.

VII. General assessment is the primary basis for a good IEP.

A. Four assessment strategies are followed within the context of a transdisciplinary model using applied behavior analysis.

1. When assessing a student with severe or profound handicapping conditions it is advised that specific activities for the student be created to provide a standard of observation for each discipline.
2. It should also be made clear, initially, who will collect what information so that duplication of duties does not occur. Each discipline should focus upon specific areas for assessment purposes.
3. It is important to determine how information will be collected. For example, it might be decided that the classroom teacher will engage the student in certain activities while the other professionals observe unobtrusively. Or perhaps the occupational therapist will visit the home during mealtime. Some standardized measures associated with psychology or therapy may be deemed appropriate.
4. There must be interdisciplinary agreement. That is, a behavior, or lack of behavior, must be considered absent or present by two or more disciplines. Often, the parent fills the role of a reliability checker. This strategy is continued throughout the student's schooling.

B. Information should be generated regarding cognitive, affective, motor, language, medical and physical stamina.

VIII. Occupational assessment may be the focus for the general assessment depending on the age, ability and need of the student.

  A. Applied behavior analysis plays a major role when occupational assessment is stressed.

    1. Task analysis and observational techniques must be used.
    2. Measurement focuses on rate, endurance and quality.

IX. There are two major assessment tools used regularly.

  A. The checklist for work sites consists of a listing of all necessary skills and behaviors for successful placement in a particular work site.

    1. Used extensively in assessing severely handicapped individuals.
    2. Few have been published for the severely handicapped population.
    3. It is necessary for professionals to develop their own complete checklist through task analysis.
    4. Existing checklists can often be used by breaking them down into smaller steps. The following is an example of a checklist for job skills:

An Outline of the Madison Job Skill Inventory

A. General Information

  1. Reasons why severely handicapped students are considered for this job
  2. A general description of the job
  3. A general description of the work setting
  4. A general description of the social environment
    a. Information related to fellow workers
    b. Information related to supervision
    c. Information related to special contingencies

B. Specific Skill Requirements of the Job Under Analysis

  1. A list of the basic physical-sensory motor skills required
  2. A list of the basic interpersonal skills required
  3. A list of the basic language skills (verbal and nonverbal) required
  4. A list of the basic functional academic skills required
  5. A list of the basic machine and tool skills
  6. A list of the basic hygienic skills required

C. Supportive Skills and Other Information Required

  1. Transportation skills required
  2. Skills related to work preparation
  3. Basic money management skills required
  4. Time telling and time judgment skills required
  5. Health code requirements
  6. Informed consent and legal requirements

D. Rating scales are another method for gaining information on occupational needs of individuals with severe handicapping conditions.

   1. They rate performance across the various significant areas (i.e., transportation, frustration level, clothing, direction following, amount of supervision needed, etc.) (see attached example of rating scale for transportation and supervision).

X. IEP's involve the integration of general and occupational information.

A. Long and short-term goals must be set.

   1. First of all, a general goal relating to work site should be established. Two questions must be answered in an effort to establish this goal.
      a. Judging from performance in the work site used for initial assessment, is the student ready for placement there?
         (1) If not, primary goals may involve reaching criteria for entry into this or another environment.
         (2) If yes, the goals should be developed which are based on criterion for success in this site (i.e., rate, endurance and quality of performance as well as affective behavior).
      b. How much time does the student have left in school? The answer will dictate the long- or short-term nature of the occupational goals.

B. The writing of the IEP should include occupational goals.

   1. It will adress at least five questions.
      a. How much time is available before graduation?
      b. Where is this student in terms of the occupational continuum?
      c. What things may the student be able to do with prosthetic support?
      d. What is currently reinforcing this student?
      e. Of those behaviors a student has, what are his rates, levels of endurance, and quality of performance?
   2. The IEP should spell out how people will work together to achieve the occupational goals that have been set. They specify who will do what by when.
   3. The IEP should be based on behavioral oriented objective data.
   4. It will specify how instructional sequences will be used to achieve goals.
   5. It will delineate measurement strategies, objective criteria and dates by which goal achievement might be expected.

C. The IEP should be evaluated by several means.

   1. Does it reflect a realistic plan for the student?
   2. Does it reflect skills needed for vocational goals?
   3. Does it reflect skills needed for survival in the local community?

Falvey, Mary, Paula Ferrara-Parrish, Fran Johnson, Ian Pumpian, Jack Schroeder, and Lou Brown. Curricular strategies for generating comprehensive longitudinal and chronological age appropriate functional individual vocational plans for severely handicapped students. In Strategies for Teaching Chronological Age Appropriate Functional Skills to Adolescent and Young Adult Severely Handicapped Students, Volume IX, Part 1. University of Wisconsin-Madison and Madison Metropolitan School District, 1979.

Purpose

To provide strategies for designing, recording, implementing and evaluating comprehensive, longitudinal and chronological age appropriate individual educational plans that incorporate appropriate vocational curricular content.

Discussion

I. An ecological inventory of vocational environments that are currently available as well as those that may be available in the future should be made.

   A. The following activities can be used to initiate inventories of job environments.

      1. List former and current vocational environments available in the community
      2. List jobs that have high turnover
      3. List jobs that are routine by nature
      4. List parental and student preferences regarding job placements

   B. After conducting an ecological inventory of each of the vocational environments, educators can identify school and nonschool vocational environments which are potential vocational settings similar to those inventoried.

      1. Severely handicapped individuals should be exposed to and provided with specific vocational training in a variety of community work stations which are designated for training purposes.

Sample of Vocational Environments as Delineated By an Ecological Inventory

Domain: Vocational

Environments: Restaurants
- Pizzarias
- Fast Food
- Cafeteria
- Sit Down
- Lounge
- Patio

Offices
- Community Service Organization
- Bank
- Post Office
- Newspaper Circulation

Stores and Other Services
  - Grocery
  - Department
  - Shopping Centers
  - Florist
  - Laundry
  - Greenhouse
  - Health Clubs
  - Animal Care Facility
  - Private Clubs
  - Drapery Plant
  - Redi-Mix Plant
  - Meat Packing Plant
  - Hotel/Motel
  - Garages

Service Agencies
  - School
  - Day Care Center
  - Nursing Home
  - Highway Department
  - Street Department
  - State, County and Municipal Parks

Private Homes

Other

C. Vocational environments that might be considered for the initial inventories are those that might

1. Provide immediate opportunity for employment or training
2. Reflect student aptitude and interest
3. Be accessed in a reasonable amount of travel time
4. Be available for more than one student in order to utilize teacher instructional time more efficiently

D. After determining the vocational environments that will be considered for an individual severely handicapped student, subenvironments within each vocational environment should be identified.

1. The selection of the subenvironments is dependent on
   a. The number required in order to participate in the specific job activity
   b. The subenvironments where job-related skills are required
   c. Accessibility of subenvironments to severely handicapped individuals

Sample of Vocational Subenvironments as Delineated by an Ecological Inventory

Domain: Vocational

Environment #2: Rotary Club

Subenvironments: Front parking lot
Front entry
Coat room
Bathrooms
  Men's/Women's upstairs
  Men's/Women's downstairs

Main hall
Kitchen
Janitor's Rooms (upstairs & downstairs)
Staircases (main & side)
Storage Room
Lower level hallway
Lounge
Bar room
Break room
Office
Back entry
Back yard
Other

E. Once specific environments have been selected, job activities performed within these subenvironments can be delineated.

Sample of Vocational Activities as Delineated by an Ecological Inventory

Domain: Vocational

Environment #2: Rotary Club

Subenvironment #4: Bathrooms

Activities:
- Cleaning ashtrays
- Washing mirrors
- Cleaning sinks
- Cleaning counters
- Cleaning toilets
- Cleaning urinals (men's)
- Sweeping/dusting/mopping floors
- Wet mopping floors
- Emptying waste baskets
- Replacing soap
- Replacing toilet paper
- Vacuuming rug (women's)
- Other

F. Job activities are made up of skill clusters. Three types should be considered.

1. Job related skills are community functioning skills which are necessary.
   a. Ability to use transportation to get to work
   b. Ability to manage time
   c. Ability to manage money
   d. Ability to use leisure time appropriately
2. General work skills are skills which assist the severely handicapped student in maintaining a job.
   a. Attitude
   b. Quality of work
   c. Rate of work
   d. Punctuality
3. Specific job skills are those skills that are required in order to complete specific work tasks.

Sample of Vocational Skill Clusters as Delineated by an Ecological Inventory

Domain: Vocational

Environment #2: Rotary Club

Subenvironment #4: Bathrooms

Activity #8: Wet Mopping Floors

Skill Clusters:
Obtain mop and bucket
Put detergent in bucket
Put disinfectant in bucket
Put water in bucket
Take mop and bucket to bathroom
Mop floors around locker area
Mop floor of stall(s)
Mop floor of aisle leading to stall(s)
Mop floor around urinals (men's bathroom)
Mop floor around sink area
Mop remainder of floor in main room of bathroom
Mop vestibule
Return mop in bucket to janitor's room
Put mop away
Put bucket away
Rinse sink
Other

G. A skill cluster can be analyzed and divided into smaller skill components. The detail of the ecological inventory may vary according to several factors.

1. Decision to teach the skill. Is it necessary?
2. The student's skill repertoire
3. The complexity of the skill
4. The variety of ways nonhandicapped persons perform the job

Sample of Specific Vocational Skills as Delineated By an Ecological Inventory

Domain: Vocational

Environment #2 Rotary Club

Subenvironment #4: Bathroom

Activity #8: Wet mopping floor

Skill Cluster #1: Obtain mop and bucket

Skills:
a. Locate mop and bucket
b. Remove mop from bucket
c. Lean mop against wall

Skill Cluster #2: Put detergent in bucket

Skills:
- a. Locate "pink label" detergent
- b. Locate measuring cup
- c. Place cup next to detergent bottle
- d. Open detergent bottle
- e. Pour detergent into cup up to marked level
- f. Screw cap onto bottle
- g. Place detergent bottle in original spot on floor

Skill Cluster #3: Put disinfectant in bucket

Skills: Follow skills "a" through "g" used under Skill Cluster #2 substituting "green label" disinfectant for "pink label" detergent
- h. Locate original spot for measuring cup
- i. Place measuring cup in original spot

Skill Cluster #4: Put water in bucket

Skills:
- a. Locate hose
- b. Place hose inside bucket
- c. Locate hot water faucet
- d. Turn hot water "on"
- e. Full bucket 2/3 full with hot water
- f. Turn hot water "off"
- g. Take hose out of bucket

Skill Cluster #5: Take mop and bucket to bathroom

Skills:
- a. Lift bucket out of sink and place on floor
- b. Put mop in bucket
- c. Push bucket out of janitor's room
- d. Locate bathroom
- e. Push bucket to bathroom
- f. Open bathroom door
- g. Pull bucket into bathroom

II. A parent/guardian inventory is useful to gain information that is critical to the development of appropriate comprehensive, longitudinal and chronological age appropriate IEP's.

A. At least three factors should be considered when preparing a parent/guardian inventory.

1. The format used to communicate the information should allow both parents/guardians and teachers to participate and contribute to the planning of the student's program
    - a. Daily notebooks
    - b. Daily progress reports in specific domains
    - c. Telephone contacts
    - d. Formal conferences
    - e. Informal meetings
    - f. Teacher visit the student's home
    - g. Parent/guardian visit the school

2. Content of communication refers to the actual information that is exchanged during inventories.

Sample of a Vocational Parent/Guardian Inventory

Student Name:______________________ Dates:________

Age:______________________ ________

School:______________________ ________

I. Upon graduation from the public schools, you would like to see your son/daughter participating in:

___Day Care/Activity Program
___Sheltered Workshop
___Competitive Part-Time Employment
___Competitive Full-Time Employment
___Other

II. Following graduation from the public schools, you anticipate your son/daughter/charge's living situation to be:

___Urban (What city?)
___Rural (What country?)
___At Home
___Foster Home
___Group Home
___Sheltered Apartment
___Other

III. A. Are there any work demands being placed on your son/daughter at home? If so, what are they?

____
____
____

B. What is your son/daughter's reaction to them?

____
____
____

C. Has your son/daughter participated in a vocational program prior to this school year? If so, what activities was she/he involved in?

____
____
____

IV. A. Are there any jobs that your son/daughter seems particularly interested in?

____

____

____

B. Are there any jobs which seem to be aversive to him/her?

____

____

____

V. Do you have preferences for occupational placement?

A. Are there any activities from past vocational programs that you feel should be included in your son/daughter's occupational training?

____

____

____

B. Are there occupations in which you object to your son/daughter participating?

____

____

____

VI. A. What concerns do you have regarding your son/daughter's placement in a vocational training program?

____

____

____

B. If there are any re-occuring safety problems (e.g., fascination with electrical outlets, putting objects in mouth, etc.) please state them.

____

____

____

VII. If you have any other concerns or comments, please state them.

____

____

____

3. Method refers to the process which a teacher uses to communicate information. The following factors should be considered when determining this method.
    a. Provide written information prior to a meeting
    b. Presenting information in a clear manner, eliminating any unnecessary professional jargon
    c. Involving only those persons who have a direct influence on the student's programming
    d. Include a member of the parent/guardian's cultural background

B. The parent/guardian inventory should seek at least the following information with regard to the vocational domain.

1. Responsibilities or jobs currently performed by the student at home
2. Responsibilities or jobs previously performed by the student at home
3. Vocational responsibilities previously performed by the student at school
4. Vocational activities for the student's future functioning in school, home and community
5. Parent/guardian and teacher preferences regarding the student's current and subsequent vocational environments, activities and jobs

C. In order to assist parent/guardians in developing and maintaining realistic vocational expectations, teachers might consider the following.

1. Request that parent/guardian observe their son/daughter in an environment performing vocational activities not previously observed by the parent/guardian
2. Develop contacts and encourage interactions with parent/guardians
3. Contract with the parents that students maintain previously learned vocational skills while new skills are being taught
4. Request that parent/guardian observe other students performing the new skill in various vocational environments
5. Discuss with parent/guardian the implications resulting from nonacquisition of vocational skills

III. There is an open-ended list of nonmutually exclusive dimensions which must be considered when prioritizing decisions of curricular content.

A. The following list pertains to general decision-making in regard to curriculum content.

1. Parent/Guardian Preferences: after much discussion with Nora's parents they agreed that the six phase process for generating IEPs was the most efficient and appropriate process to use. They did express concerns regarding Nora's safety which was considered when determining the vocational curricular content.

2. Student Preferences: it was determined that Nora liked cleaning activities she performed in the past. This was a major consideration when determining the vocational curricular content.
3. The Number of Environments and Occurrences: since cleaning activities (an activity delineated in the ecological inventory) occur in many environments and occur frequently in those environments, this was considered when determining curricular content.
4. Social Significance: if Nora is provided with an opportunity to learn the skills necessary to access a job and participate in a job it will probably enhance her acceptance in the community.
5. The Functional and Chronological Age Appropriateness Nature of a Skill: the vocational activity delineated by the ecological inventory are all functional and chronological age appropriate.
6. Unique Student Characteristics: because of Nora's difficulty in maneuvering stairs, vocational activities will be determined that minimize the need for stair climbing. Because of Nora's inappropriate ways of interacting with strangers, vocational activities will be extended to include appropriate interactions with strangers.
7. The Probability of Skill Acquisition: since Nora is able to perform some of the skills involved in cleaning a bathroom without assistance and since there are no reasons related to her physical handicaps that would interfere with her performing cleaning a bathroom, acquisition of the skill will be considered a probability.
8. The Minimization of Physical Harm: since Nora's parents were concerned about harm that might come to Nora, teaching Nora appropriate interaction skills, street crossing skills, etc. will be considered when determining vocational curricular content.
9. Age: since Nora is 17 and will be graduating from school in three and one half years, vocational activities must be included in her vocational plan in order to enhance the success of a post school vocational placement for her.
10. Job Complexity and Performance of Specific Job Skills: since Nora has previously participated successfully in vocational and related activities that were minimally complex, the staff will consider the complexity of activities when determining vocational curricular content.
11. Performance of General Work Skills: since Nora has performed most previous job and related skills accurately although performs those skills at a slower rate than normally expected, the staff will consider teaching skills that will enhance her rate when determining vocational curricular content.
12. Performance of Job Related Skills: since Nora has demonstrated some inappropriate social interaction skills and these skills are skills that are critical in most community vocational environments, the staff will consider teaching appropriate interaction skills when determining vocational curricular content.

13. Probability of Assessing a Specific Job: since mopping floors is involved in several job sites identified for potential post school employment for severely handicapped students, this will be considered when determining vocational curricular content.
14. Post-School Living Arrangement: since Nora will probably be residing in this community after graduation, it is realistic to consider job training within this community.
15. Transportation: since Nora cannot presently use the public bus system independently, the staff will consider teaching the skills necessary to use the public system independently and consider alternative arrangements (e.g., close enough to home to ride a bike, take a cab).
16. Goals and Objectives Designated in Other Domains: since Nora's IEP will include goals and objectives within each domain, the staff will coordinate and relate all the goals and objectives across domains: e.g., mopping floors with the vocational and domestic domains.

B. The following list pertains specifically to the development of individual vocational plans.

1. Age: this determines how much time is left in school to prepare the student for future employment.
2. Job complexity refers to the number and type of skills necessary to participate in a particular vocational environment.
3. Performance of job related skills refers to the student's ability to perform the skills necessary to access a job.
4. Performance of general work skills refers to those skills necessary to obtain and maintain a job.
5. Performance of specific job skills refers to the student's ability to perform those skills necessary to participate in the specific work tasks required in a job.
6. Probability of accessing a specific job refers to placing an emphasis on job training in jobs that are potentially available for a specific student.
7. Post-school living arrangement refers to considering the community and type of residence in which the severely handicapped student will live and the vocational options within that community.
8. Transportation refers to considering the options available in the community that might be used to transport the student to and from work.
9. Goals and objectives designated in other domains refers to considering the specific skills and activities a specific severely handicapped student will be involved with in other domains.

IV. A student repertoire inventory should also be conducted.

A. At least the following information should be obtained from this inventory:

1. The skills the student can perform
2. The skills the student cannot perform
3. A list of possible reasons why the student can or cannot perform the skills

B. The following steps should be considered when conducting a student repertoire inventory:

1. Conduct a nonhandicapped person inventory. This involves obtaining information about natural vocational environments secured by an ecological inventory.
2. Conduct a severely handicapped person inventory. This involves an inventory of the current job skill repertoire of severely handicapped students.
3. Conduct a discrepancy analysis to decide what skills the student lacks.
4. Generate initial adaption hypotheses.
   a. Student adaptions: prompts, prosthetic devices, altering dress or cosmetic appearance
   b. Activity adaptions: altering the sequence of the skill, altering the method of performing a skill, providing aids (cue cards or sequence charts), changing materials used, changing length of time needed, adapting or modifying job description
   c. Environmental adaptions: providing changes in characteristics (noise level, partitions, lighting), affecting attitude change

V. Six components make up an instructional vocational program.

A. A written statement should be made of what specific skill sequence is needed by a specific student in order to participate in a particular activity.

B. A written statement should be provided that contains an explanation as to why it is important to teach this skill sequence at this time.

C. A written statement should be provided that contains a description of how a student will be taught this skill sequence.

D. A written statement should be provided that contains descriptions of the performance criteria that will be sought.

E. A written statement should be provided that contains a description of the instructional materials that will be utilized.

F. A written statement should be provided that contains descriptions of the measurement strategies that will be utilized to record student progress.

Gold, M. Stimulus factors in skill training of the retarded on a complex assembly task: Acquisition, transfer and retention. American Journal of Mental Deficiency, 1972, 76, 517-526.

Purpose

I. To validate three hypotheses in regard to the training of assembly tasks to retarded adolescents.

   A. Overlearning facilitates intradimensional transfer on a complex workshop assembly task.

   B. The use of cue redundancy facilitates learning of a complex assembly task.

   C. The use of cue redundancy on the training task facilitates transfer to a single relevant dimension task.

II. To assess retention of acquired skills.

Discussion

I. Subjects were selected from four sheltered workshops.

   A. They were the lowest performing clients.

   B. All had IQs of below 60.

   C. Mean age was 22 years old.

   D. All had been in the workshop for approximately two and a half years.

II. The subjects were trained to assemble a 15-piece training task bicycle brake and a 24-piece transfer task brake.

   A. Half of the subjects worked with parts of the training task brake as they came from the factory (form only).

   B. The other half worked with parts that were color coded (color form).

      1. This consisted of painting the surface of each part that is facing the subject when it is placed in the proper position for assembly.

   C. All groups worked with the parts of the transfer test brake as it came in from the factory (form only).

   D. Half of the subjects learned the tasks to a criterion of six correct out of eight consecutive trials.

   E. The other half performed 20 trials beyond criterion on the training task brake (overlearning).

III. Procedure for training was as follows.

A. The subject and experimenter were seated at a table with four disassembled brakes, each part in its proper compartment of the tray.

B. Before the first trial on the training task and the transfer task, the experimenter demonstrated the entire procedure once.

C. When errors were made, standard verbal cues were given. The most frequently used cue was "try another way."

D. Several levels of reinforcement were used.

1. The subject received the same payment for doing his regular work.
2. Immediate verbal reinforcement was given after the subject had corrected an error.
3. Verbal reinforcement was also given at the end of each trial.

E. Each subject did four trials a day.

F. The transfer task was begun the day following criterion or overlearning on the training task.

IV. The results were as follows.

A. The hypothesis that overlearning facilitates intradimensional transfer on a complex workshop assembly task was not validated.

1. This is possibly because the criterion itself was so high that overlearning took place even in the group who stopped at criterion.

B. The use of a cue redundancy did facilitate learning of the assemblies.

1. The color-form group learned the two tasks in significantly fewer trials than the form only group.

C. The third hypothesis, that the use of a cue redundancy on the training task facilitates transfer to a single relevant dimension task, was not supported.

V. An important outcome of this study is the discrepancy demonstrated between the capabilities of moderately and severely retarded individuals and what is presently expected of them in sheltered workshops.

VI. This article includes specific information on step-by-step assembly of the two brakes, as well as the verbal cues used in each step. Data sheets and pictures of the materials are also provided.

VII. One year after the termination of this study (during which the subjects had no access to the brakes) a retention study was conducted.

A. There were highly significant retention results.

1. This shows that severely handicapped individuals can perform seasonal work in workshops.

Gold, Marc. W. Preworkshop skills for the trainable: A sequential technique. Education and Training of the Mentally Retarded, 1968, 3, 31-37.

Purpose

To describe an approach to teaching trainable mentally retarded students tasks that require a minimum of intelligence, but some specific training.

Discussion

I. The sequential technique is based upon these tenents:

    A. The pupil is given only one new item to learn at a time.

    B. A new step is not added until the old one has been thoroughly learned.

    C. Any task to be taught is carefully analyzed and reduced to a series of the smallest possible steps.

II. The entering behavior of each student must be evaluated. Entering behavior is simply the child's existing skills and attitudes, as specifically related to what is taught.

III. A statement of anticipated terminal behavior must be included in the planning of a sequence. Terminal behavior is the performance to be achieved by the end of the sequence.

IV. Each student begins a sequence with different composite of entering behaviors. Some students may have difficulty with sequence. Teacher must re-examine the task where child failed, and teach whatever behaviors may be missing.

V. Review is part of sequence. Should be a re-creation of earlier steps, taking only as much time as is necessary to again reach terminal behavior.

VI. When planning, the teacher should prepare for a hypothetical child with minimum entering behaviors in all areas. As students go through sequence, determine which steps are necessary, and which are not.

VII. Example 1: Sorting
    Task 1: Poker chips (following directions)
    Task 2: Plastic beads (following directions)
    Task 3: Nuts, bolts, washers

Example 2: Simple Assembly Task
Task 1: Nuts, bolts, washers (all of the same size)

Example 3: Self Direction
Tasks: Raking leaves, watering, working in school lunch room, sweeping, etc. Entry behavior includes an attention span of several minutes and the absence of hostile or aggressive behavior. The framework of this sequence is:

Task 1: Work individually, in a restricted area, with direct and constant supervision.

Task 2: Work alone in a restricted area with infrequent supervision.

Task 3: Work alone in a less restricted area with unobservable supervision.

Task 4: Work with others in one particular area with infrequent supervision.

Task 5: Work independently, moving from place to place, as necessary to perform the task, with unobservable supervision.

Task 6: Work in small groups, moving from place to place, as necessary, to perform the task, with unobservable supervision.

Hill, J., Wehman, P., and Kochany, L. Development of a community based pre-employment program for moderately and severely retarded adults. Rehabilitation Literature, 1979, 40, 330-335.

Purpose

To describe the design and implementation of a community based training program for mentally retarded adults. The focus is on job preparation, training, and placement. Functional independent living skills are also stressed.

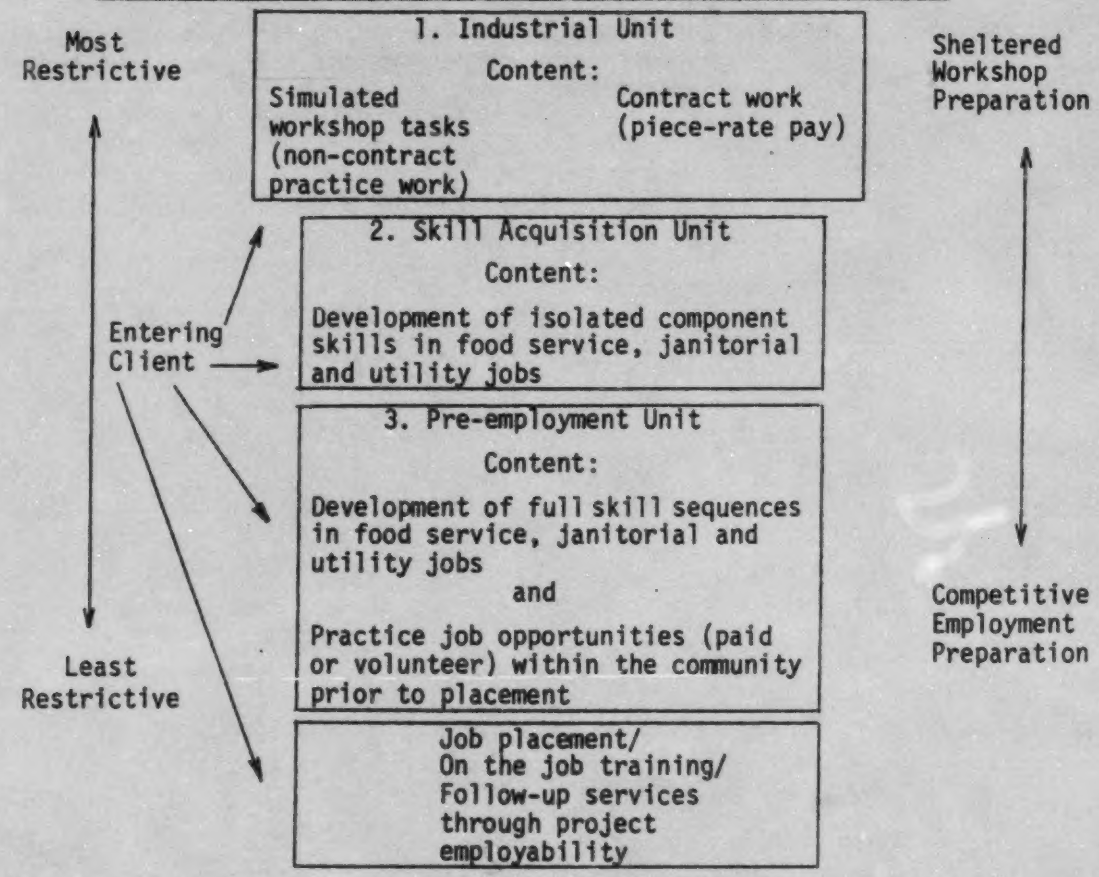
Discussion

I. The clients who participated in this program attended an adult activity center and were excluded from rehabilitation counselor caseloads because of lack of employment potential.

II. The program utilized a systematic structure for teaching food service, janitorial and utility-type jobs.

III. The program offered a continuum of services, from those emphasizing sheltered workshop placement to those preparing clients for competitive employment.

Continuum of Services Available Within Center-Based Program


Most Restrictive
Least Restrictive
Entering Client
Sheltered Workshop Preparation
Competitive Employment Preparation

1. Industrial Unit

Content:

Simulated workshop tasks (non-contract practice work)

Contract work (piece-rate pay)

2. Skill Acquisition Unit

Content:

Development of isolated component skills in food service, janitorial and utility jobs

3. Pre-employment Unit

Content:

Development of full skill sequences in food service, janitorial and utility jobs

and

Practice job opportunities (paid or volunteer) within the community prior to placement

Job placement/
On the job training/
Follow-up services
through project
employability

A. The most restrictive service available was in the industrial unit.

1. Clients were selected based on evidence that competitive employment was not a short-term goal.
2. The unit was designed to closely simulate that of local sheltered workshops.
3. The objective of this unit was to prepare clients for sheltered workshop entry or to enable them to earn piece-rate wages on contract work within this program.
4. Five jobs were selected based on their use in sheltered workshops in the area.
   a. Ball point pen assembly
   b. Jump rope assembly
   c. Photo flyer assembly
   d. Defective circuit breaker piece sorting
   e. Boiler drain assembly
5. Daily data on each client's production rate was collected. Reinforcement schedules and other techniques were used to accelerate production rates.
6. Each client within this unit also received training in the following areas.
   a. Self examination of grooming
   b. Critical communication skills
   c. Functional social skills
   d. Leisure skill training (during breaks)

B. The next restrictive service was the skill acquisition unit.

1. Clients were selected on the basis of potential for future employment.
2. The objective of the unit was to prepare clients for entry into the pre-employment unit by insuring the acquisition of the basic tasks involved in food service, janitorial, and utility-type jobs. These tasks include
   a. Sanitizing tables and chairs
   b. Clearing tables and wiping them down
   c. Breaking down trays (sorting paper, silver, etc.)
   d. Cleaning ash trays
   e. Sweeping specified area
   f. Industrial mopping
   g. Wash dishes
   h. Scrub pots
   i. Clean sinks
   j. Clean toilets
   k. Clean windows, mirrors
   l. Wipe down equipment
   m. Collect and empty trash
3. Task analysis was used to monitor clients' daily work.
4. Clients were reinforced through the use of a point system. Points could be exchanged for free time, money, or outings.
5. Each client also received training in the following areas.
   a. Self examination of grooming
   b. Critical communication skills
   c. Functional social skills
   d. Job attitude and survival skills

C. The least restrictive unit was the pre-employment unit.

1. Client selection was based on data indicating acquisition of the basic, isolated tasks within the skill acquisition unit.
2. The area was made to resemble a cafeteria operation.
3. Before each work period, the instructor "messed up" each work area to simulate a dirty cafeteria (i.e., papers and dirt were spread on the floor, dishes were left on tables, etc.).
4. The group also traveled to luncheons or contract clean-up jobs in the community as an intermediate step on their job preparation before actual placement on a job.
5. The overall objective of the unit was to prepare clients for actual job placement. Three specific objectives had to be met.
    a. The client self-initiated each component part in the sequence of basic tasks that make up each of the job categories (see Core Job Categories for Pre-Employment Unit, below).
    b. The client completed each job category correctly with no more than two prompts from the instructor during a work sample.
    c. The client exhibited defined on-task behavior 90% of the time during work periods for 20 consecutive days.

Core Job Categories for Pre-Employment Unit

Categories	Basic Tasks Involved
Busing Dining Hall	1. Clear tables of trays, paper plates, cups, etc. and wipe down
	2. Break down trays
	3. Clean ash trays
	4. Sanitize tables, chairs
	5. Rearrange chairs and items on tables
	6. Sweeping
Scrubbing Pots/Washing Dishes/Prepare Items for Dish Machine	1. Prepare pots, dishes and sinks for wash
	2. Wash dishes
	3. Scrub pots
	4. Clean sinks
	5. Put items away
Clean Floors/Wipe Down Equipment (Look Busy)	1. Sweep specified area
	2. Prepare cleaning solution
	3. Industrial mopping
	4. Put items away
	5. Look busy by wiping down equipment
Cleaning Rest Rooms	1. Clean sinks
	2. Clean toilets
	3. Clean mirrors
	4. Sweep
	5. Mop
	6. Empty trash

6. At the beginning of each 45-minute work session, each client checked the work roster to determine which job category s/he was assigned to.
7. Clients were instructed in the following work related skills.
   a. Job interview skills
   b. Critical communication skills
   c. Social skills for work
   d. Job survival skills

Hill, M., and Wehman, P. Employers and non-handicapped co-worker perceptions of moderately and severely retarded workers. Journal of Contemporary Business, 1980, 8(4), 107-112.

Introduction

I. A major factor in the job retention of severely disabled workers is how they relate to employers, supervisors, and non-handicapped co-workers.

  A. If handicapped invididuals are perceived as lazy or incompetent, the likelihood of successful work adjustment is greatly diminished.

  B. Nonhandicapped co-workers can elect to help the handicapped clients in many ways.

  C. Supervisors can also be extremely helpful by being tolerant.

II. Very little research has been done on employers' and co-workers' attitudes towards severely retarded workers.

Purpose

To report the results of a survey distributed to employers, supervisors and co-workers about their perceptions of the moderately and severely retarded individuals with whom they work.

Discussion

I. The survey was given to a small population of nonhandicapped co-workers, floor supervisors and higher level directors, in regards to severely handicapped individuals who were competitively employed in food service positions.

II. The items on the survey were designed to survey co-workers' perceptions of the clients' work in several areas.

  A. Work competence

  B. Social acceptability

  C. Job satisfaction

  D. Dependability

  E. Safety risk

III. The survey contained statements to which the co-workers could respond from "strongly agree" to "strongly disagree" on a seven-point scale.

IV. Results showed that the co-workers and supervisors have predominantly positive perceptions of the handicapped workers.

  - A. Supervisors felt that handicapped workers were dependable and reliable.
  - B. Co-workers stressed the handicapped individuals' positive work attitudes and personality characteristics.
  - C. Co-workers did not express any apparent consensus on the weakness of workers.

V. The supervisors felt there were a few problems with the handicapped workers.

  - A. Inability to change routine
  - B. Inability to work faster

Horner, R., Lahren, B., Schwartz, T., O'Neil, C., and Hunter, J. Dealing with low production rates of severely retarded workers. AAESPH Review, 1979, 4(2), 202-212.

Purpose

To suggest the use of two techniques for increasing production rates that have been successful with individuals who are severely handicapped.

Discussion

I. Differential reinforcement of high production rate increased production in a severely handicapped individual by 50%.

  A. This involves giving extra reinforcement for completion of an assembly task within a preset amount of time.

II. Self delivery of rewards was found to increase productivity in a severely handicapped individual.

  A. This involves teaching a person to deliver his/her own reinforcement (in this case it was a token), after each assembly is completed.

III. A few questions were not addressed in this study.

  A. To what degree can these work rates be maintained?

  B. What is the effect of the interventions on staff time?

Karan, O. C., Bernstein, G. S., Harvey, J., Bates, P., Renzaglia, A., and Rosenthal, D. An extended evaluation model for severely handicapped persons. AAESPH Review, 1979, 4(4), 374-398.

Purpose

To present an extended evaluation model that provides a very close link between evaluation and treatment process.

Discussion

I. The evaluator, or diagnostic-programmer (which is often the teacher) decides what services should be provided for each client.

   A. This decision is made through the collection of daily performance data.

   B. The diagnostic programmer performs assessments as well as remedial functions.

II. This model requires the diagnostic-programmer to do eight separate things.

   A. Identify the behavior and/or learning disorder(s) to be evaluated

   B. Specify the setting and the conditions within that setting in which the evaluation will be conducted

   C. Identify the appropriate behaviors required in the particular setting

   D. Select a practical method for observing the client's behavior

   E. Make a guess as to the nature of the problem

   F. Select the least restrictive remediational approach for correcting the problem(s)

   G. Continue assessing the client's progress when progress is not occurring

   Example of data sheet where this information can be recorded:

   Problem Evaluation Master Form

Behavior Requirement A	Situation B	Observed Behavior C	Type of Problem D	Problem Related to E	Behavior Intervention Procedure(s) F

III. The choice of the method for observing the behavior is based on obtaining a sufficient amount of information to determine a reasonably accurate picture of the problem behavior; this will be used to judge the effectiveness of future intervention techniques.

A. The following is a list of observation techniques that can be used to keep data on particular behaviors.

1. Frequency measures: tally the number of times the behavior occurs in a given time period.
   a. Particularly useful when target behavior has a clear beginning and ending and when the behavior takes a relatively constant amount of time whenever it occurs
2. Duration measures: determine how long a behavior lasts (onset and termination of behavior must be carefully defined)
   a. Useful when the program goal is to either increase or decrease the length of time a behavior occurs
   b. Use is generally restricted to situations where the length of time that a behavior occurs is a major concern
3. Interval or time-sampling measures: behavior is recorded during short periods of time for the total time that is performed. These measures sample behavior for a single block of time which is divided into a series of short but equal intervals. The target behavior is scored as having occurred or not occurred during each interval.
   a. Useful when flexibility is desired since almost any behavior can be recorded
   b. Observations can be easily converted into percentages.
4. Permanent product measures: the outcome or product of behaviors
   a. Useful mostly when other measures are not being used and issue is one of at least measuring something tangentially related to target behavior as opposed to measuring nothing at all
5. Point sampling: focuses measurement on the observable characteristics of an individual engaging in any behavior leading to the completion of an assigned task. Uses mutually exclusive branching hierarchies for organizing behavior into increasingly more specific and detailed categories
   a. Developed primarily for work settings
   b. If properly done, any behavior observed in an individual can be placed at one, and only one, place in the hierarchy.

IV. The type of problem needs to be identified by a comparison of type and amount of the behavior exhibited, to the behavior required for a given situation.

A. Absence of desired behavior (in the particular setting in which it is expected)

B. Deficits in the behaviors in the particular setting

1. Behavior is not consistent in its occurrence.
2. Behavior is not at an acceptable level (rate, accuracy, quality, etc.).
3. Behavior is not of the correct form.

C. Excessive inappropriate behaviors occur when the desired behavior is absent.

D. Excessive inappropriate behaviors occur in situations in which they compete with behavior of the correct form.

E. Excessive inappropriate behaviors occur when there is sufficient desired behavior.

F. Excessive inappropriate behaviors occur to such an extent that an evaluation of appropriate behavior is not possible.

V. Once beginning data collection has taken place, attempts at labeling the causes and solutions of the problem behavior(s) can begin. The following is a good outline for identifying causes of problem behavior.

A. Insufficient or inadequate preparation in identifying the relevant cues for guiding behavior

1. Recognition of cues is restricted to those used in training setting.
2. Relevant cues are too restricted in number and/or type.

B. Inability to notice, follow, or recognize relevant cues in emotionally provoking situations

C. Failure of the environment to offer support or opportunities for behaviors that would be appropriate in other settings

D. Environmental support of competing inappropriate behaviors

1. Occurrence of inappropriate antecedent events
2. Occurrence of inappropriate subsequent events

E. Reinforcing events are too restricted in number and/or type.

1. Too few aspects of the environment have reinforcing characteristics.
2. Source of reinforcement is unreliable
3. Reinforcement schedule is inadequate to maintain behavior at acceptable rate.
4. Naturally occurring reinforcers of value to client (sleeping late, counterculture reference group, alcohol, drugs, etc.) are too powerful, relative to those available (and socially sanctioned).

F. Self-stimulated support of competing inappropriate patterns

1. Occurrence of verbal/symbolic or other internal activity which cues inappropriate behavior
2. Faulty labeling of internal cues and subsequent reaction to those erroneous cues

G. Inappropriate standards for self-evaluation (either too high or too low)

1. Inappropriate use of self-reinforcement
2. Inappropriate use of self-punishment

VI. The choice of an intervention technique should be based on its appropriateness and the degree of restrictiveness it imposes.

A. Continuous assessment must occur, and program changes need to be made if the data indicates a necessity.

B. The following provides a framework from which to select a logical intervention technique. It is based on the possible causes of the behavior, listed in IV, above.

1. Insufficient or inadequate preparation in identifying the relevant cues for guiding behavior
   a. Recognition of cues is restricted to those used in training setting.
      (1) Inform the person about what is expected under what conditions, e.g., verbally instruct.
      (2) Show the person what is expected while verbally explaining it, e.g., verbally instruct plus model.
      (3) Physically assist the person through the various steps required for carrying out the expected behaviors, e.g., verbally instruct plus physical guidance.
      (4) Use effective cues from training setting and associate them with stimuli from new setting.
      (5) Make functional cues redundant by exaggerating the color, shape, size, sound, weight, smell, etc. of relevant cues.
      (6) Train relatives, parents, or other caretakers in any of the above procedures you have found to be effective (use role-playing combined with feedback).
   b. Relevant cues are too restrictive in number and/or type.
      (1) Steps 1-5 above
      (2) Reinforce in the presence of relevant cue(s) one response consistently but in the presence of nonrelevant cues, reinforce some other response (including no response as a possibility).*
         (a) A set of instances of relevant cues and noninstances is required.
         (b) The set should be constructed so that all instances have all essential relevant characteristics and noninstances possess none or only some of these characteristics.
         (c) Vary those stimulus characteristics that are not essential to instances or noninstances.
         (d) Start with relevant-irrelevant cues that are least similar to each other that share the fewest common properties.

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*Specify the essential discriminations that must be taught to avoid confusing relevant cues from irrelevant cues.

            (e) Move on to relevant-irrelevant cues that are more and more similar to each other which share more and more common properties.
        (3) Step 2 verbal prompting, demonstration, and/or physical guiding as required

2. Inability to notice, follow, or recognize relevant cues in emotionally provoking situations
    a. Inform the person about the rules and expectations of the setting.
    b. Identify the provoking stimulus or stimuli and remove or reduce, when possible.
    c. Role-play the desired behaviors that are expected in previously identified emotionally provoking situations.
        (1) Do this when the person is calm and attentive.
        (2) Practice in situations that are more and more similar to the one that provokes the problem.
    d. Identify stimulus cues which will initiate competing yet appropriate behavior patterns.
    e. Make competing cues redundant.
    f. Reprimand verbally for inappropriate behavior combined with positive reinforcement for appropriate behaviors.
    g. Use overcorrection procedure (including positive practice and/or restitution) for inappropriate behavior with positive reinforcement for appropriate behavior.
    h. Response cost for inappropriate behavior with positive reinforcement for appropriate behavior
    i. Time-out for inappropriate behavior with positive reinforcement for appropriate behavior
    j. Use covert counter conditioning training including but not limited to:
        (1) Covert modeling
        (2) Relaxation training
        (3) Systematic desensitization
        (4) Covert extinction
        (5) Covert reinforcement
        (6) Covert negative reinforcement
        (7) Implosive therapy

3. Failure of the environment to offer support or opportunities for behaviors that would be appropriate in other settings
    a. Identify appropriate methods to be used within present environment and train significant others how to use these methods.
    b. Obtain administrative support for establishing policy and facilitating a programming philosophy.
        (1) Rearrange the contingencies of the significant others so they will encourage appropriate behavior of clients.
        (2) Behavioral contracting with significant others
        (3) Add or reassign significant staff as needed for adequately providing a habilitation environment.
    c. Use outside resources who can offer support and opportunities for behaviors.
        (1) Students
        (2) Family members and/or client advocates

d. Teach client effective coping strategies.
(1) For consequating appropriate behavior of caretakers
(2) Self-control training
e. Identify alternative settings in which opportunities provided.
4. Environmental support of competing inappropriate behaviors
a. Occurrence of inappropriate antecedent events
(1) Inform the person about the rules and expectations of the setting.
(2) If possible, identify the inappropriate antecedent event(s) and either remove or reduce occurrence of inappropriate antecedent.
(a) Teach peer, parent, and/or significant others how to avoid presenting inappropriate antecedent events and how to encourage appropriate behavior.
(b) Provide acceptable consequences to significant others for encouraging appropriate yet competing behavior patterns.
(c) Role-play appropriate behavior in the presence and absence of the antecedent event. Have client do the same.
(d) Make appropriate competing antecedent events redundant.
(e) Use self-control training.
(i) Self-monitoring
(ii) Self-reinforcement of competing behavior patterns
(iii) Self-punishment of inappropriate behavior patterns
(3) Teach self-cuing responses which divert the escalation of inappropriate behavior when the inappropriate antecedent is recognized.
(a) Relaxation training
(b) Thought stopping
(c) Covert modeling, with coping
(d) Covert reinforcement
(e) Covert negative reinforcement
(f) Covert sensitization
b. Occurrence of inappropriate subsequent events
(1) Inform the client about the rules and expectations of the setting.
(2) Role-play the expected behaviors.
(3) Identify the inappropriate subsequent event(s) and either remove or reduce it, if possible.
(a) Rearrange environment so occurrence of inappropriate subsequent event is less likely.
(b) Train significant others how to either avoid presenting or to remove inappropriate subsequent events once they are present.
(c) Provide positive consequences to significant others for supporting appropriate behavior and for reducing or eliminating the inappropriate subsequent events.
(4) Identify powerful subsequent events which can compete with the inappropriate ones.

- (5) If inappropriate subsequent event(s) cannot be removed or reduced
  - (a) Use verbal reprimand for unacceptable behavior plus positive consequences for acceptable behaviors.
    - (i) Differentially reinforce other competing behaviors.
    - (ii) "Catch the client being good."
  - (b) Use overcorrection procedure (including positive practice and/or restitution) for inappropriate behavior with positive reinforcement for appropriate behavior.
  - (c) Use response cost for inappropriate behavior with positive reinforcement for appropriate behavior.
  - (d) Isolation avoidance for inappropriate behavior plus positive consequences for appropriate behaviors
  - (e) Use time-out for inappropriate behavior with positive reinforcement for appropriate behavior.
- (6) Train the client in self-control procedures.
  - (a) Self-monitoring
  - (b) Self-reinforcement
  - (c) Self-punishment combined with self-reinforcement
- (7) Teach the client some cognitive behavior management procedures which may include:
  - (a) Covert training (covert Premack)
  - (b) Covert modeling
  - (c) Covert modeling plus coping
  - (d) Covert reinforcement
  - (e) Covert negative reinforcement
  - (f) Covert sensitization

5. Reinforcing events are too restricted in number and/or type.
   - a. Too few aspects of the environment have reinforcing characteristics.
     - (1) Are there practical ways to make the environment more reinforcing, such as
       - (a) Ecological improvements in physical facilities
       - (b) Training the significant others
       - (c) Increasing the availability of positive activities
     - (2) Establish a token system within which the tokens may be exchanged for consequences of value to the client (i.e., excursions into more pleasant environments, recreational opportunities, etc.).
     - (3) Behavioral contracting with consequences of value made available
     - (4) Systematically work on reinforcement schedule starting with one which will support approximations of desired performance.
     - (5) Provide intermediate feedback which can function as discriminative stimuli. If necessary make cues redundant such as with flashing lights, particular noises, correlated counters, other visual cues, etc.
     - (6) Overt self-control training
       - (a) Self-monitoring
       - (b) Self-reinforcement
       - (c) Self-punishment

- (7) Covert self-control training
  - (a) Teaching client how to avoid immediate gratification
    - (i) Covert negative reinforcement
    - (ii) Covert reinforcement
    - (iii) Covert Premack
    - (iv) Covert modeling
    - (v) Covert modeling with coping
    - (vi) Covert sensitization
    - (vii) Covert extinction
  - (b) Teaching client how to continue at an activity he or she would normally avoid for the greater benefits later
    - (i) Covert reinforcement
    - (ii) Covert Premack
    - (iii) Systematic desensitization
    - (iv) Covert modeling
- (8) Change to a more reinforcing environment

b. Source of reinforcement is unreliable.
- (1) Determine if there are practical ways to make source of reinforcement more reliable.
- (2) Encourage possible sources of reinforcement to become more reliable, explaining effects this will have on client.
- (3) Provide direction, and guidance to source of reinforcement.
  - (a) Counseling
  - (b) Didactic prescriptions
  - (c) Role-playing
- (4) Use behavioral contracting between client and source.
- (5) Alter the source of reinforcement.
  - (a) Add additional sources of reinforcement.
  - (b) Remove unreliable sources of reinforcement, if possible.
- (6) Define the source of reinforcement as the client and teach skills necessary for obtaining more reliable reinforcement.
  - (a) Teach client to maintain behavior under highly intermittent conditions.
  - (b) Teach client to become behavior manager of original source; by consequating source's behavior, promote more reliable reinforcement.

c. Reinforcement schedule is inadequate to maintain behavior at acceptable rate.
- (1) Return to the last previously successful reinforcement schedule and redesign the maintenance phase, if possible.
- (2) Identify other forms of reinforcement as substitutes or temporary replacements.
- (3) Attempt to develop more intermediate discriminative cues which serve to signal the eventual reinforcer.
- (4) Behavior contracting
- (5) Train significant others in the importance of reinforcement and its effect on behavior.
- (6) Train self-control.

d. Naturally occurring reinforcers of value to the client are too powerful, relative to those available.
   (1) Detail the reasons and potential benefits to client for participation--describe potential consequences for not participating (this might be an extremely useful exercise since you might ask your self how willing you would be to participate on the basis of the explanations you have given to client).
   (2) Is there a practical way to make naturally occuring reinforcers conditional on program components?
      (a) Training parent, peer, or sibling
      (b) Participation of spouse or girlfriend/boyfriend
      (c) Legal financial conservator
   (3) Is there a practical way to accomplish an ecological shift in setting so client is not exposed to familiar discriminative cues and powerful competing reinforcers and is thus more susceptible to attempting new things?
      (a) Rearrange or change living arrangements.
      (b) Rearrange or change work setting.
   (4) Behavioral contracting, including frequent contacts and exposure to incentives of value to client which can be made available for participation in programming
   (5) "Big brother," "big sister," advocate involvement for companionship, modeling, and source of positive stimulation
   (6) Covert conditioning (based on assumption that client may want to change)
      (a) Covert negative reinforcement
      (b) Covert reinforcement
      (c) Covert sensitization
      (d) Covert modeling with coping
   (7) Self-control training (based on assumption that client may want to change)
      (a) Self-monitoring
      (b) Self-evaluation
      (c) Self-reinforcement
      (d) Self-punishment

6. Self-stimulated support of competing inappropriate patterns
   a. Occurrence of verbal/symbolic or other internal activity which cues inappropriate behavior
      (1) Are there external correlates that tend to be associated with the inappropriate behavior? Can these be altered?
      (2) Provide verbal feedback designed to enable the client to test reality.
      (3) Obtain either video-tape or audio-tape of the inappropriate behavior and have client watch and/or listen to it while calm and receptive.
      (4) Redirect client's internal cues away from those leading toward the escalation chain.
         (a) Reprimand verbally
         (b) Humor
         (c) Other relevant distractions

(5) Teach client how to monitor cues as well as the responses resulting from these cues. Teach alternative and competing responses to these cues. Use bio-feedback if available to assist in making abstract concepts more concrete and immediate.

(6) Provide positive incentives for competing appropriate behavior patterns.

(7) Utilize an overcorrection procedure.
  (a) Positive practice
  (b) Restitution

(8) Counterconditioning training including conditioning to key words which can be either externally or internally presented (i.e., say the word "relax" when first signs of inappropriate behavior begin). Examples of strategies would include (use biofeedback if available):
  (a) Thought-stopping
  (b) Covert reinforcement
  (c) Relaxation training

(9) Use behavioral contracting between client and significant others.

(10) Response cost plus positive incentive for appropriate behavior

(11) Time-out plus positive incentive for appropriate behavior

b. Faulty labeling of internal cues and subsequent reaction to these erroneous cues

(1) Are there external correlates associated with faulty labeling? Can these be altered?

(2) Can faulty labels be identified so that client can be taught correct labels? Teach client new concepts relative to those that are being incorrectly labeled.

(3) Utilize an overcorrection procedure
  (a) Positive practice
  (b) Restitution

(4) Provide verbal feedback designed to enable client to test reality.

(5) Teach counterconditioning strategies using biofeedback if available so that client can learn how to initiate competing and appropriate reactions to various externally presented cues.

(6) Redirect client's behavior by providing new cues to counteract influence of the mislabeled cues.

7. Inappropriate standards for self-evaluation (either too high or too low)

a. Inappropriate use of self-reinforcement

(1) Inform the person about what is expected of him or her.

(2) Demonstrate the expected behavior or have a peer demonstrate it.

(3) Have client practice the appropriate behavior.

(4) If possible, apply externally imposed contingencies and then have client attempt to match this schedule. Monitor performance under both conditions.

(5) Behavioral contracting with client to include significant others

- (6) Teach client to avoid immediate gratification for benefits of greater incentive later.
    - (a) Using covert techniques such as:
        - (i) Covert Premack
        - (ii) Covert extinction
        - (iii) Covert modeling with coping
        - (iv) Covert sensitization
    - (b) Using overt techniques
        - (i) Attempt to develop more intermediate discriminative cues which serve to signal the eventual reinforcer.
        - (ii) Attempt to have client use self-evaluative statements for matching the externally imposed reinforcement schedule.
- (7) Reprimand verbally
- (8) Use an overcorrection procedure plus positive reinforcement for appropriate behavior.
- (9) Response cost plus positive reinforcement for appropriate behavior
- (10) Isolation avoidance plus positive reinforcement for appropriate behavior
- (11) Time-out plus positive reinforcement for appropriate behavior

b. Inappropriate use of self-punishment

- (1) Provide verbal feedback designed to enable client to test reality, i.e., ABC approach as developed by Ellis.
- (2) Supportive counseling with realistic goal setting
- (3) Establishing reasonable goals and providing positive incentives for reaching them
- (4) Self-monitoring of negative self-statements and associated external and/or internal correlates. Identify components which may be subject to cognitive modification procedures.
- (5) Demonstrate appropriate self-consequation procedures for appropriate behaviors.
- (6) Teach client how to continue at an activity he or she would normally avoid for the greater benefits later using either overt or covert approaches.
- (7) Attempt to get client interested in new activities, particularly those in which the probability of success is high.

VII. Before the actual intervention begins, one should be positive that all appropriate steps have been taken to prepare the client, the setting, and the staff for the intervention.

A. The answers to the following questions should all be affirmative, if one is completely ready to begin intervention.

1. Who has the problem?
2. Are target behaviors clearly identified?
3. Are they related to broader and functionally relevant terminal goals?
4. Has the setting been carefully identified?

5. Are specific intra and interagency staff available and are they knowledgeable about procedures?
   a. Have their opinions and ideas been incorporated?
   b. Do they agree with rationale and need for program?
6. Are exposure procedures appropriate for the behavior which you wish you influence?
7. Are consequences available and appropriate?
   a. What schedule?
   b. What procedures?
8. Will measurement be taken, and if so, will it be by experienced observers? Will data be graphed?
9. Have you identified a responsible party who is readily available for supervision program activities and for making decisions as needed?
10. Have you reviewed procedures with qualified persons to insure that least restrictive approach is being used and that procedures are consistent with accepted practices?
11. Have you arranged for regular and frequent staffings for reviewing progress, incorporating suggestions, maintaining communication, and planning changes?
    a. All significant others should attend.
    b. Have you maintained active communication and support of intra and interagency staffs to insure to the extent possible, complementary programming efforts?
12. Do you have alternative strategies if the program fails?

VIII. Once the intervention has started, it is imperative that the procedure used for observing the problem continues.

A. Various changes in behavior may occur.

1. Immediate change in target behavior
2. Delayed change in target behavior
3. Unanticipated changes in other behaviors
4. Extremely minimal change in target behavior
5. Lack of change in target behavior

B. If a change in intervention is contemplated, the following may be helpful in isolating the problem:

1. Are the target behavioral objectives too difficult?
2. Are the exposure procedures (including prompting) appropriate?
3. Are competing behaviors present?
4. Are cues for inappropriate competing behaviors present? What are they? How can they be eliminated?
5. Are the reinforcing or punishing consequences appropriate for the behavior being influenced?
6. Is the individual aware of the contingency?
7. Is the promptness of the consequence appropriate?
8. Is the consequence presented frequently enough?
9. Does the environment have aversive components which may produce avoidance behavior?
10. Are the expectations of staff and significant others realistic?
11. Are staff and significant others following procedures?

12. Are there simultaneous events occuring either in treatment or other settings that may be influencing client's behavior?
13. What, if any, effects can be attributed to the influence of medications? Can these be minimized or controlled?

Karen, R.L, Eisnee, M. & Endoes, R.W. Behavior Modification in a Sheltered Workshop for Severely Handicapped Students. American Journal of Mental Deficiency, Nov., 1974, 79:3, 338-347.

Purpose

To describe the development of an individualized program of behavior modification for severely retarded students, aimed at task-specific work behavior and the generalized work behavior of visual attendance to task stimuli.

Two major procedures of behavior modification were used:

A. Operant conditioning in the form of a token system with additional individualized contingencies as needed and,

B. Prosthetic modification of the work environment.

Method

Subjects: Two students were selected for this study (CA 16.3 - 19.0, MA 3.5 - 5.9).

Results

A. Overall results show that behavior modification can be successfully used in improving the performance of severely retarded subjects on five different task-specific behaviors.

B. The changes in the performance of the majority of subjects, particularly average error, was related to the introduction, removal, and reinstatement of the token system during initial training, terminal baseline, and terminal training, respectively.

Levy, S., Pomerantz, D., and Gold, M. Work skill development. In N. Haring and L. Brown (Eds.), Teaching the Severely Handicapped, Volume II. New York: Grune and Stratton, 1977.

Purpose

I. To explain the pilot work conducted at the Children's Research Center, University of Illinois on skill training with young children.

II. To discuss the concept of job enlargement.

Discussion

I. If services for handicapped children were characterized by an orientation toward training and building of skills, application of powerful instructional techniques, and accountability for positive behavior change, clients would display much larger repertoires of competencies by adolescence than they do at present.

II. These pilot studies conducted on children represent an effort to assess the modifications in training procedure and strategy that are necessary for intervention with younger children.

III. Basic objectives for elementary prevocational programs might include the following.

  A. Developing manual skills

  B. Making small objects

  C. Developing concern for quality of tasks performed

  D. Creating an awareness of the importance of task completion

  E. Strengthening work-related personality characteristics

IV. The pilot study was an effort to teach the assembly of a 14-piece coaster brake to children, with a mean IQ of 40 and age of 8.5.

  A. Many problems were encountered, due to the fact that children were trained.

    1. It was difficult to find table-chair combinations that were size appropriate. This problem was never adequately solved.
    2. Procedural modifications were necessary.
      a. This was needed because of the size of the learner's hands (i.e., it was very difficult for each child to hold up the brake while performing fine manipulations involved in its assembly).
      b. A possible method to combat this problem is to use simple jigs to support the brake as the child works on its assembly.
    3. Changes in format (manner in which the instruction is sequenced and the layout of materials) were only needed for two of the children.

  - a. In the general format for bike brakes, the parts are arranged in a left to right order, with identical pieces grouped together in a compartment of the assembly tray. The learner must bring one piece from each compartment to the front of the tray before starting the assembly.
  - b. Although the tray was large for all of the children, two required physical prompts in order to grasp the correct pieces. These prompts were gradually faded.
4. Problems with short attention spans existed.
   - a. One child would not stay seated for more than a minute at a time, until play time with the trainer was provided, contingent upon a completion of full cycle assembly.
5. During the later stages of training, many children did not improve on one or two crucial manual responses.
   - a. This was related to the inability to hold the brake still as it became larger and heavier with the addition of each part.
   - b. Since there seems to be no solution to this problem, the authors are looking for an alternative task for which prevocational training techniques can be developed.
6. Many intermediate steps had to be added to the original 24-step task analysis.

V. The concept of job enlargement evolved in an effort to combat the problems encountered by the simplification of jobs.

A. The trend to simplify jobs started in the Industrial Revolution.

1. It has been linked to worker dissatisfaction.
2. Motivational problems arise.
3. Poor mental health has never been attributed to this.

B. Job enlargement is defined as "the process of allowing individual workers to determine their own working pace (within limits), to serve as their own inspectors by giving them responsibility for quality control, to repair their own mistakes and to attain choice of method (Hulin and Blood, 1968)."

C. Jobs can be enlarged along two dimensions.

1. Horizontal enlargement increases the number and variety of operations that a worker performs.
2. Vertical enlargement increases the degree to which the individual controls the planning and execution of his/her job.

VI. In sheltered workshops for the mentally retarded, the workers are relegated to extreme simplicity.

A. It has been clearly demonstrated that mentally retarded individuals are capable of performing much more complex work.

B. Only in one study has job enlargement been used in a sheltered workshop.

1. In this study, the simplified task of sorting either nuts or bolts was enlarged to include the sorting of nuts and bolts.
2. The results showed a decrement in quality with the enlarged task.
3. No information was provided on how the subjects were trained. It is very possible that the enlarged task was never learned.

Mithaug, D. Critical steps in developing a prevocational training program for severely handicapped young adults. In R. York and E. Edgar (Eds.), Teaching the Severely Handicapped, Volume IV. Seattle: American Association for the Education of the Severely/Profoundly Handicapped, 1979.

Purpose

To list and describe steps that are essential for a successful and effective prevocational program, assuming that the ultimate goal of prevocational training is job placement in the community.

Discussion

I. The first step in determining the direction of the program is to survey potential placement opportunities in the community.

  A. When initial contacts are made, one should attempt to gather the following information.

    1. Identify the types of vocational services available for different populations
    2. Identify types of training activities provided by each program
    3. Determine the opportunities for continued vocational training and advancement

II. Once you have identified the types of vocational services available, you must visit each in order to determine probable placements.

  A. A good relationship must be established with the community representatives.

    1. Sufficient information must be gathered without being critical or too demanding in your expectations.

  B. It is necessary to gather the following information.

    1. Information about the number and types of handicapped persons served
    2. Assurance that advanced vocational training is provided
    3. The range of subcontract work done

III. Following the selection of a potential placement, you must assess the job requisites necessary.

  A. This involves assessing the requirements for entry into a particular job. It will probably be in the form of an interview with the supervisor.

IV. The next step is to assess the client competencies.

  A. This is done from the information obtained from the job requisite assessment.

V. From the assessment, prevocational objectives must be formed.

VI. Specific training tasks must then be selected.

A. The task should be similar to a "real work" task in the targeted placement.

B. Each task should be analyzed and individualized to meet the learning needs of the different clients.

C. The task arrangement and materials should allow for both acquisition and proficiency phases of training.

D. For a task to be considered complete, it must be performed independent of the trainer's response.

VII. Instructional tactics that will facilitate skill acquisition must be identified.

A. Method of instruction could include some of the following:

1. Chaining
2. Shaping
3. Prompting
4. Reinforcing

VIII. Behavior management strategies must be identified.

A. The following list includes some possibilities.

1. Differential reinforcement
2. Time-out
3. Extinction
4. Verbal reprimand
5. Response cost (loss of privileges, tokens or points)
6. Overcorrection

IX. Measurement procedures that reflect client progress must be developed.

A. Data must be collected directly and daily.

B. Measurement procedures employed during acquisition consist of ten steps.

1. Task analysis: task must be broken down into functionally related steps in a sequence that ends with the finished product.
2. Task assessment/placement: the trainer allows the client to work through the entire sequence, providing all the assistance necessary. The assistance is then faded in order to determine which steps the client can complete independently.
3. Pinpointing the critical outcome: training begins at steps in the sequence where some level of independent performance is likely.

4. Collecting data on critical outcomes: the trainer's definition of correct responding is the basis for data collection. During each trial the trainer records either a correct or incorrect. These data are summarized each session and plotted on a percentage chart.
5. Criteria for advancement: the instructional aim must specify the criteria for advancement to another objective.
6. Training a new movement: once the client has met his aims, and is ready to begin work on the next step in the sequence, the trainer repeats steps 3-5.
7. Practicing previously trained steps: the client continues to practice trained steps even though the trainer measures a different response for each new instructional aim.
8. Collecting data on completed projects: once the client has successfully completed all the steps in the sequence, the trainer evaluates the client's mastery of the task by collecting correct and error data for each product completed. The percentage of correct products is plotted on the performance chart.
9. Retraining: if a client does not reach criterion for mastery (usually 85%-100% for 3-5 consecutive days), the trainer reassesses the client and repeats steps 3-5.
10. Changing to proficiency objectives: once mastery is established, production rate must be increased.

X. Program effectiveness must be evaluated.

A. This is done through prewritten long-term goals, short-term objectives and instructional aims.

1. Training procedures may need to be altered if the client is not learning quickly enough to meet the goals.

Mithaug, D. E. Increasing the severely retarded student's access to vocational education through prevocational training. B.C. Journal of Special Education, Winter 1978, 2(4), 311-320.

Purpose

I. To describe barriers that prevent the severely retarded student from having equal access to vocational education opportunities.

II. To describe the purpose of prevocational training for severely handicapped students.

Discussion

I. As research efforts demonstrate the severely retarded adult's vocational potential, it becomes evident that more effective use should be made of the educational services that are available during the client's school years.

II. Barriers prohibiting equal access

  A. Physical barriers occur when the job requirements involve responses that a person is physiologically incapable of emitting.

  B. Limited expectations of parents, teachers, potential employers, counselors and others who come into contact with severely handicapped persons

  C. Behavior deficits of the student

III. There should be a functional relation between training activities, program objectives, and job placement. These include:

  A. A job assessment which describes the specific behaviors and skills necessary for success on a particular job

  B. A client assessment based upon data generated by the job assessment

  C. The specification of training objectives which are derived from the client assessment

IV. Prevocational Assessment Curriculum Guide (Mithaug, Mar, and Stewart, 1978), a 48-item inventory with four functions:

  A. To assess prevocational skill and behavior deficits in need of training

  B. To analyze skill and behavioral deficits in terms of expectations for entry into sheltered employment

  C. To prescribe training goals for each of the assessed deficits

  D. To evaluate student progress toward each prevocational training goal

V. Most major variables are age of the student and the target date set for the next placement.

VI. In order to assure the maximum transfer of skills from one situation to another, the task materials, instructional procedures, and setting conditions in the training and the placement sites should match as closely as possible.

VII. Rather than attempting to remediate all of the response deficits or excesses that make the severely handicapped visibly distinguishable from less handicapped persons, we must develop those behaviors and skills that currently prohibit the achievement of a higher level of functional independence.

Mithaug, Dennis E. Case studies in the management of inappropriate behaviors during prevocational training. AAESPH Review, Sept. 1978, 133-144.

Purpose

To demonstrate the use of different management techniques to decrease undesirable behaviors of severely handicapped individuals, while training prevocational tasks.

Discussion

I. Preparing a severely handicapped person for placement in a sheltered workshop should include the elimination of unacceptable behaviors as well as the acquisition of specific skills required to complete a job.

II. Programs to eliminate these disruptive behaviors should be instituted at the same time that specific tasks are being trained.

III. There is no single management technique that is successful in the reduction of all aversive behaviors.

IV. The following techniques were successful in reducing inappropriate behaviors in individual severely handicapped students. Each was applied in conjunction with the training of prevocational tasks. A different subject was utilized for each procedure.

A. Shaping: to reduce out-of-seat behavior

1. Subject was required to sit and work continuously for periods of five minutes, which were separated by two minutes of free time.
2. If the subject interrupted the work time, he was returned to his seat and a new five-minute timing began.
3. When an 80% successful day was achieved, criterion for sitting was increased by one minute.
4. These one-minute increments continued whenever the 80% criterion was reached, until the subject could work for 23 minutes at a time.

B. Differential Reinforcement (DRO) and Time-out to decrease inappropriate verbalizations and to increase on-task behavior

1. DRO consisted of providing juice and verbal reinforcement for corrrect responses to task analyzed prevocational activities.
2. Time-out consisted of the removal of the subject to a small room until she was quiet for three minutes, for inappropriate verbalizations.

C. Time-out and Ignoring to decrease inappropriate laughing and increase on-task behavior

1. Time-out was instituted (as above) for refusal to work, while inappropriate laughing was ignored.

Mithaug, D. E., Hagmeier, L. D., and Haring, N. G. The relationship between training activities and job placement in vocational education of the severely and profoundly handicapped. AAESPH Review, June 1977, __ 25-45.

Purpose

To describe a procedure to determine the skills and behaviors of the client's next most probable vocational placement.

Discussion

I. The ultimate goal of vocational rehabilitation is placing handicapped individuals into gainful employment.

II. Entry level requisites for a specific job must be sufficiently specific to allow the client's skill strengths and weaknesses to be assessed vis-a-vis that job.

III. Begin focusing upon one job at a time, rather than attempting to analyze the entire job market at once.

IV. Specify the most probable job placement for our client's immediate short-term career (1-to-2 year period).

V. In order to determine essential job behavior and skills, suggest the focus be upon the job supervisor and his knowledge of the job requirements and his preferences for worker behavior.

VI. Ways to obtain information from job supervisor:

A. Unstructured interview: supervisor responds to specific questions about the skills and work habits he or she requires

B. Structured interview: supervisor responds to a questionnaire consisting of preselected areas with both questions and responses or answer alternatives

Mithaug, D., and Hanawalt, D. The validation of procedures to assess prevocational task preferences in retarded adults. Journal of Applied Behavior Analysis, 1978, 11, 153-162.

Purpose

To see if nonverbal, severely handicapped adults can communicate their preferences for prevocational tasks.

Discussion

I. On each work period during the study, each subject was presented with a tray containing two representative objects taken from two tasks.

   A. The subject was told to pick one.

   B. After the choice was made, the subject was provided with the rest of the materials to perform the task.

   C. The subject then worked on the chosen task for that work period.

II. There were six tasks, presented two at a time in all possible pair combinations, yielding a total of fifteen pairs, in phase 1.

III. During the second phase of the study, the validation phase, each subject's least and most preferred tasks (as indicated by results of phase 1) were paired separately with moderately preferred tasks. This was done to validate the findings of phase 1, the subject's initial preferences.

IV. The results of phase 2 confirmed the fact that the choices made in phase 1 of the study were indeed preferences.

   A. Choices for moderately preferred tasks decreased when paired with most preferred tasks.

   B. Choices for moderately preferred tasks increased when paired with least preferred tasks.

Mithaug, D., and Haring, N. Community vocational and workshop placement. In N. Haring and L. Brown (Eds.), Teaching the Severely Handicapped, Volume II. New York: Grune and Stratton, 1977.

Purpose

I. To provide a very brief review of the literature on client characteristics related to successful employment.

II. To explain a training and job placement procedure which employs behavioral pinpoints to specify job requisites.

Discussion

I. Past research has shown that two factors are consistently related to successful employment.

  A. Family influence

  B. Personality-emotional stability, obedience, truthfulness, ambition, self-respect, attitude, and motivation

II. These characteristics are not sufficiently differentiated to provide for specific programs of corrective instruction.

  A. Measurement of personality variables is extremely difficult.

  B. This is especially difficult because what constitutes success on one job may contribute to failure on another.

III. There is very little information on the criteria for acceptable quality and quantity of work.

  A. It has been suggested that inappropriate social behaviors, social interaction and reinforced appropriate social behaviors may significantly affect production.

  B. It has been demonstrated that employers' estimates of workers' success or failure were a function of changes in productivity.

IV. These findings suggest that success on the job may be a function of two items.

  A. Productivity

  B. Social patterns and work habits as they impinge upon and affect production.

V. Rehabilitation and placement cannot be considered separately.

  A. A goal directed program pinpoints the skills and role expectations of a specific job and then provides activities that will enable the client to meet those requirements.

B. Clients at one level of vocational training/placement are expected to behave and perform according to standards on norms operated at the next highest level.

VI. The authors suggest the use of training and job placement procedures which employ behavioral pinpoints to specify job requisites and behavior principles to promote progress towards subsequently arrived at training objectives. The following is an outline of these procedures.

A. Pinpoint skill areas, supervisor expectations and motivational systems.

1. A job analysis survey should be done to provide information on the specific skills required for particular workshop.
    - a. Figure 1 is an example data sheet. The job number is recorded in the space to the far left. The skills required for that job are checked in the corresponding column.
    - b. Data for each skill can be totaled to discover the most often and least often employed at each workshop.
2. Supervisor expectations are an important consideration when training individuals for placement in a workshop.
    - a. Table 1 lists items which supervisors considered to be nonessential for entry into sheltered employment.

Table 1
Items Specified by All Workshop Supervisors as Being
Unimportant or Nonessential for Entry Into Sheltered Employment

1. Read full name, home address, telephone number, age, name of employer, address of employer
2. Write full name, home address, telephone number, age, name of employer, address of employer
3. Recognize from list: full name, home address, telephone number, age, name of employer, address of employer
4. Read: 1-2, 3-5, 6-8, 9-15, or 15 or more-word sentences
5. Write: 1-2, 3-5, 6-8, 9-15, or 15 or more-word sentences
6. Respond verbally to social greetings, such as hello, with hello, etc.
7. Initiate verbally with statements such as help! I'm lost, etc.
8. Add sums to 5, 10, 20, 50, 100, or more than 100
9. Subtract one-, two-, three-, four-, or five- or more digit numbers
10. Multiply: one-, two-, three-, or more than three-digit numbers
11. Divide: one-, two-, three-, or more than three-digit numbers
12. Speak at the rate of 250 or more, 200-250, 100-200, 50-100, 25-50, or 1-10 words/min.
13. Have gross-motor coordination and endurance to stand at job station for: 0-30, 30-60, min.; 1-2, 2-3 hr.
14. Have fine-motor coordination to assemble 1-1/4" nuts and bolts at average rate of: 1-2, 3-4, 5-10, 10-20 or 20-30/min.

	Bending	Erasing	Blotting	Cutting	Gluing	Gluing with gum	Filing by name	Filing by number	Box assembly	Rubber Banding	Counting w/aid	Sorting	size	shape	color	quality	quantity	Assembly	one	two
#1											X									
#2				X	X							X				X		X		
#3																				

	three	four	five	Collating	one	two	three	four	five	Boxing	Bagging	Wrapping	Labeling	Sealing	Stapling	Stamping	Tagging	Tieing	Taping	Stringing
#1										X				X					X	
#2	X																			
#3				X				X			X		X	X		X				

	Weighing	Measuring	Filling	liquid	powder	particles	Capping	Stuffing	Soldering	Wire harnessing	Wire crimping	Wire stripping	Wire wrapping	Disassembling	Unpackaging	Opening	Screwing	Pliering	Pinching
#1		X																	
#2																			
#3																			

Figure 1

15. Match and sort items on two variables at 0-10, 10-20, 20-30, 30-40, 40-50, 50-75, or 75-100% of normal production
16. Match and sort items on three variables at: 0-10, 10-20, 20-30, 30-40, 40-50, 50-75, 75-100% of normal production
17. Match and sort items on four variables at: 0-10, 10-20, 20-30, 30-40, 40-50, 50-75, 75-100% of normal production
18. Use money appropriately to purchase items
19. Initiate (verbally) appropriate safety signals such as look out! danger! etc.
20. Learn to minimum proficiency new job tasks requiring five to ten responses in sequence in : 0-15, 15-30 min: 1-6, 6-12, 12-24, or 24 or more hrs. of instruction
21. Receive each correction from supervisor: with no comment, constructive comment, or inappropriate comment
22. Receive one out of two corrections from supervisor: with no comment, constructive comment, or inappropriate comment
23. Receive one out of ten corrections from supervisor: with no comment, constructive comment, or inappropriate comment
24. Receive corrections from fellow workers with no comment, constructive comment, or inappropriate comment
25. Respond appropriately to corrections from fellow workers with no comment, constructive comment, or inappropriate comment.
26. Initiate contact with fellow worker when: client needs help on task, needs task materials from fellow worker, needs evaluation on work completed, or never

b. Table 2 lists items which supervisors considered to be essential for entry into sheltered employment.
   (1) There was a large amount of variability as to specific criteria chosen as acceptable.

Table 2
Items Specified by All Workshop Supervisors as Being Important or Essential for Entry Into Sheltered Employment

1. Maintain proper personal hygiene
2. Appear at job station on time and without prompting: in the morning when work begins, after each coffee break, and/or after lunch
3. Respond to an instruction to be followed immediately after: 0-30, 30-60, 60-90, 90-120 sec.; or 2-3, 3-5, or 5 or more min.
4. Learn to work at new job tasks when supervisor explains by: physically prompting, modeling (doing the job in front of client), or verbally describing how job is to be done
5. Correct work on task after: first, second, third-fifth, fifth-tenth, or after tenth correction from supervisor
6. Work at job station continuously for 0-15, 15-30, 30-60 min.; 1-2, or 2-3 hrs.
7. Not leave job station inappropriately during work period more than: 0, 1-2, 3-5, 6-8, 9-15, or 15 or more times a day

8. Work independently alone at a table without discontinuing work for more than: 0, 1-2, 3-5, 6-8, 9-15, or 15 or more times per day
9. Work alone continuously without disruption for 15-min. period with: 0, 1-2, 3-5, 6-8, 9-15, 15 or more contacts from supervisor
10. Not display minor disruptive behaviors (e.g., interruptions) more frequently than: 0, 1-2, 3-5, 6-8, 9-15, 15 or more times per week.
11. Not display major disruptive behaviors (e.g., tantrums) more frequently than: 0, 1-2, 3-5, 6-8, 9-15, or 15 or more times per week
12. Not initiate contact inappropriately with supervisor more than: 0, 1-2, 3-5, 6-8, 9-15, 15 or more times per day
13. Work on independent tasks with all clients working on similar tasks in 2- to 3-person group situations (where all clients work at same table) with 0, 1-2, 3-5, 6-8, 9-15, or 15 or more inappropriate work disruptions per day
14. Work on assembly line tasks (all clients doing different tasks) in two- to three-person group situations (where all clients stand at same table) with client making: 0, 1-2, 3-5, 6-8, 9-15, or 15 or more inappropriate work disruptions per day (client stops working or stops others from working)
15. Work on independent tasks (with all clients working on similar tasks) in four- to six-person groups (all clients work at same table) with client making 0, 1-2, 3-5, 6-8, 9-15, or 15 or more inappropriate work disruptions
16. Work on assembly line tasks (all clients working on different but related tasks) in four- to six-person groups situations (where all clients work at same table) with client making: 0, 1-2, 3-5, 6-8, 9-15, or 15 or more inappropriate work disruptions per day

3. Differences in payment and other motivational systems should be taken into consideration when developing a training program.
   a. Usually clients receive piecemeal pay for products completed.
   b. Some workshops provide immediate rewards contingent upon production or appropriate behavior.

B. Assess client's job skills, work habits, and motivational control.

1. Job task assessments may require the use of job samples that are as identical as possible to those present in the workshop.
2. Assessing motivational requirements involves a comparison of the systems employed during training, with those used at the job site.
   a. If there is a difference between the two, a program should be developed to make the change a gradual one.

3. Work habits can be determined by conducting behavioral assessments requiring observations such as
    a. Time a client spends performing
    b. Number of times s/he performs a given activity
    c. Number of times s/he deviates from the norm or rule
    d. Number of times an event or activity occurs during a specified period of time

C. Specify behavioral objectives

1. The deficiencies identified in the assessment procedure suggest objectives around which to focus a training program.

Mithaug, D. E., and Lee, D. H. The development of procedures to assess prevocational competencies of severely handicapped young adults. AAESPH Review, June 1976, 94-115.

Purpose

I. To present a procedure to determine relevant skills and behaviors needed by severely handicapped young adults in relation to a specified vocational setting.

II. To present data regarding the behaviors and skills needed by workers in sheltered workshops.

Procedure

I. Survey mailed to approximately 100 activity centers, developmental centers, and sheltered workshops from five northwestern states

II. Survey contained 63-question assessment, which had a total of 87 different criterion categories. Each criterion category related several behavioral standards to the question of what competencies a client should have for entry into sheltered employment. Example:

Understand purpose of money

a. To want to work for money
b. Use money to purchase items
c. To make change
d. To operate vending machine

Results

Respondents agreed upon the importance of general categories but were in less agreement in specific behavioral standards. The following assessment interest was developed from the data of the survey.

A. Worker Behavior - does your client:

Yes/No

1. Participate in work environments for 6-hour periods?
2. Move safely about shop by
   a. Walking from place to place?
   b. Identifying and avoiding dangerous areas?
   c. Wearing safe work clothing?
3. Work continuously at a job station for 1-2 hour periods?
4. Learn new tasks when supervisor explains by modeling?
5. Come to work on an average of 5 times per week?
6. Correct work on task after the second correction?
7. Leave job station inappropriately no more than 1-2 times per day?
8. Want to work for money/sense of accomplishment?
9. Display or engage in major disruptive behavior no more than 1-2 times per week?
10. Understand work routine by not displaying disruptive behavior during routine program changes?

11. Continue to work without disruptions when
    a. Supervisor is observing?
    b. Fellow worker is observing?
    c. Stranger is observing?
12. Display or engage in minor disruptive behavior no more than 1-2 times per week?
13. Adapt to new work environment with normal levels of
    a. Productivity in 1-5 days?
    b. Contacts with supervisors in 30-60 minutes?
14. Complete repetitive tasks involving 1 step at 95% accuracy?
15. Work alone without disruptions for 15-minute periods with no contacts from supervisor?
16. Deviate from shop rules no more than 1-2 times per week?
17. Work at job station with no more than 1-2 work disruptions per day?
18. Work in a group situation and increase production
    a. When supervisor asks to work faster?
    b. When supervisor asks to produce more than previously?
    c. When supervisor asks to complete work by specified time?
19. Learn to minimum proficiency a new job with one step in 0-5 minutes?
20. Work alone without disruptions for 30-minute periods with 102 contacts from supervisor?
21. Work alone and increase production
    a. When supervisor asks to work faster?
    b. When supervisor asks to produce more than previously?
    c. When supervisor asks to complete work by specified time?

B. Social Communication Skills - does your client

Yes/No

22. Communicate basic needs such as thirst, hunger, sickness, pain, toileting conditions?
23. Communicate basic needs receptively by means of
    a. Verbal expression?
    b. Signs?
    c. Gestures?
24. Communicate basic needs expressively by means of
    a. Verbal expression?
    b. Gestures?
25. Respond to instruction requiring immediate compliance within 0-30 seconds?
26. Respond appropriately to safety signals given
    a. Verbally?
    b. Through signs?
    c. Through signals?
27. Initiate contact with supervisor when
    a. Cannot do job?
    b. Runs out of materials?
    c. Finishes job?
    d. Feels too sick/tired to work?
    e. Needs drink/restroom?
    f. Makes mistake?
28. Initiate contact inappropriately with strangers no more than 1-2 times per day?

29. Respond appropriately to social contacts on one out of two occasions?

C. Self-Help/Grooming Skills - does your client

Yes/No

30. Maintain proper grooming by
    a. Dressing appropriately for work?
    b. Dressing appropriately after using restroom?
    c. Cleaning self before coming to work?
    d. Cleaning self after using the restroom?
    e. Cleaning self after eating lunch?
    f. Eating food appropriately at lunch?
    g. Displaying proper table manners at lunch?
31. Reach place of work by means of
    a. Company-sponsored vehicle?
    b. Own arrangement?
32. Maintain personal hygiene by
    a. Shaving regularly?
    b. Keeping teeth clean?
    c. Keeping hair combed?
    d. Keeping nails clean?
    e. Using deodorant?
33. Eat lunch independently with no assistance in
    a. Getting lunch sack container?
    b. Getting food out of container?
    c. Pouring liquid into cup/glass?
    d. Putting food back into container?
    e. Putting food container away?
34. Take care of toileting needs independently with no accidents per month?

Summary

I. Behavioral objective can be easily derived from assessment.

II. Items and therefore behavioral objectives are functional and relevant because they are empirically based.

III. Process can be used for any vocational target setting. The process is to

A. Analyze behavior and skills needed to enter target setting

B. Assess learner's present skill level in relation to needed behavior and skills in target setting

C. Teach the learner skills that will reduce behavior deficits so that the learner can participate in target setting

Mithaug, D., Mar, D., Stewart, J., and McCalmon, D. Assessing prevocational competencies of profoundly, severely, and moderately retarded persons. Journal of the Association for the Severely Handicapped, 1980, 5(3), 270-284.

Purpose

I. To describe the use of an assessment instrument derived from survey data on job entry requirements to assess prevocational competencies of moderately, severely, and profoundly retarded individuals.

II. To validate this assessment instrument by comparing what supervisors say is important for entry (which is what the assessment is based on) and the actual competencies of workshop clients.

III. To use this assessment to assess the competencies of moderately, severely, and profoundly retarded individuals, with regard to expectations for entry to workshops.

Discussion

I. The Prevocational Assessment and Curriculum Guide was derived from surveys where supervisors of workshops indicated entry requirements for sheltered employment.

  A. These surveys were used to identify the most agreed-upon criteria for entry skills necessary for sheltered workshop employment.

  B. The checklist was then organized into categories of worker behavior, social/communication skills and self help/grooming skills.

II. The first study compared the relation between reported entry criteria and actual competencies of workshop employees.

  A. The study involved subjects from a sheltered workshop, and from a work activities program.

  B. Supervisors assessed the subjects using the Prevocational Assessment and Curriculum Guide. The following areas were included:

    1. Attendance
    2. Independence
    3. Production
    4. Learning
    5. Behavior
    6. Communication skills
    7. Social skills
    8. Grooming/eating skills
    9. Toileting skills

  C. The results concluded that workshop clients have higher competency levels than clients in the work activities program.

D. The results also support the notion that the criteria for workshop entry as reported by workshop supervisors reflect actual competencies of workshop employees.

III. The second study assessed prevocational competencies of moderately, severely, and profoundly retarded persons.

A. This study examined issues dealing with prevocational training of the severely handicapped population.

1. It identified skill areas of greatest deficiencies.
2. Ways in which prevocational training needs of the severely, moderately, and profoundly retarded persons are similar and different
3. Are older students more prepared for workshop placement than younger ones?

B. Individuals with moderate, severe, and profound retardation ranging in age from 10 to 60 participated in the study, and were assessed using the Prevocational Assessment and Curriculum Guide.

C. In general, this population's prevocational competencies were found to be about half the level required for entry into sheltered employment.

1. Four areas were found to be particularly lacking in skills
   a. Communication
   b. Grooming/eating
   c. Independence
   d. Behavior
2. No relation between population age, diagnostic classification and competency was found.

D. These results indicate a significant gap between clients' current levels of performance and those required for entry into sheltered employment.

Nihira, L., and Nihira, K. Jeopardy in community placement. American Journal of Mental Deficiency, 1975, 79, 538-544.

Purpose

I. The current national trend of expanding community care and services rather than traditional institutional care reflects the response to recognition of adverse conditions in institutions and growing belief in the potentially positive effects of more normalized environments on development and behavior.

II. To determine effects on the development and disposition of mentally retarded persons as it relates to living arrangements, education, and rehabilitation experiences.

III. While analyzing the cited incidents of problem behavior, it became evident that in some instances there was real or serious potential jeopardy in the community placement of some retarded persons:

  A. Jeopardy to health and/or safety, where soundness of body was endangered or where there was exposure to more than minor hazard or danger.

  B. Jeopardy to general welfare where general mental health or development was endangered or hampered.

  C. Legal jeopardy, where a serious breach of acceptable behavior occurred in public or implicated a member of the community at large and if it were in conflict with the criminal code in the opinion of local law officers.

Method

Tape recorded interviews with 80 caretakers of family care homes, 28 staff members of board and care homes and 1 operator of a nursing or convalescent hospital. The respondents were asked to report specific incidents of behavior that revealed the problems retarded persons were having while in community placements.

Classification of Incidents

I. The collected incident reports were categorized into 85 areas of behavior.

II. Behavior categories consisted of two broad domains of behavior:

  A. Lack of skills and abilities.
  B. Conduct and emotional disturbances.

III. After categorizing behaviors, each incident was then analyzed for the presence of actual or potential jeopardy by two independent judges.

Results

I. From a total of 1252 incidents of problem behavior extracted from the recorded survey interviews, 203 incidents cited by 78 caretakers (out of 109) contained facts suggesting actual or potential jeopardy: 16% of total incidents reported contained actual or potential jeopardy to the retarded person.

II. Most of incidents involved jeopardy to health and/or safety (77.4%), 4.4% involved general welfare, and 18.2% involved legal jeopardy.

III. The majority of incidents involving jeopardy occurred in the domains of conduct or emotional disturbances (86.7%) rather than the domain of skills and abilities (13.3%).

IV. Incidents involving jeopardy to health, safety, and welfare were encountered in all subjects and especially by the moderately, severely, or profoundly retarded clients, while incidents involving legal jeopardy were primarily concentrated among mildly retarded clients.

V. Seventy-nine percent of the incidents involving jeopardy, the community-placed retarded person jeopardizes himself; 12% jeopardize fellow clients, 9% jeopardize members of the community at large.

Discussion

I. Moderately, severely, and profoundly retarded clients in the community facilities are seemingly at risk in the areas of health and safety.

II. There must be provisions for periodic review to make certain that safeguards and services are not only started as needed, but stopped as needs change.

Obrien, P. J., and Schiller, W. J. Evaluation of a transitional training program for mentally retarded, multiply handicapped high school students. Rehabilitation Literature, 1979, 40(8), 232-235.

Purpose

To compare a regular academic high school program and a vocationally oriented program for mentally retarded, multiply handicapped adolescents.

This was determined by the success rates in securing and maintaining postschool services.

Discussion

I. Advantages of the vocationally oriented program

  A. Interim services can be extended between the time school is over and entry into a community program.

  B. Professionals in the vocational programs are more likely to be familiar with community services, so can make referrals and familiarize students and families with these services.

II. The results of the study confirm the benefits of a vocationally oriented transitional training program.

  A. This group had greater postschool participation in all programs and services for the handicapped.

  B. Average time delay for receiving postschool services was more than twice as long for students from the academic oriented program.

III. Probable reasons for lack of success in the academic program:

  A. No successful referrals were arranged by the public schools.

  B. Families of these students were unaware of the community services available.

IV. Further considerations to help insure opportunities for postschool services should include the education of students and parents regarding

  A. Community services available

  B. Rights of the handicapped

  C. Advocacy laws

  D. Financial benefits

Pomerantz, D., and Marholin, D. Vocational habilitation: A time for change. In. E. Sontag, J. Smith, and N. Certo (Eds.), Educational Programming for the Severely and Profoundly Handicapped. Virginia: The Council for Exceptional Children, 1977.

Purpose

I. To determine whether current vocational service systems are reaching severely handicapped persons with available technology.

II. To give suggestions on how to improve the services provided by sheltered workshops and school prevocational programs.

Discussion

I. The job of habilitating severely handicapped individuals is not exclusively one of remediating behavioral deviance and skill deficits.

  A. Societal factors must also be considered.

    1. Severely handicapped individuals are often excluded from the mainstream of society.
    2. It is often assumed that severely handicapped people are necessarily incompetent.

  B. Existing services often fail to recognize these societal factors.

  C. An interactional view of the problem would be to aim solution strategies at both behavioral deviance and social exclusion.

    1. The general goal of vocational services as dictated by the interactional view, is to prevent the exclusion of severely handicapped individuals from normative work roles.
      a. Severely handicapped individuals should be earning normative wages.
      b. Severely handicapped persons should have useful jobs.

II. The objective of sheltered workshop programs is to place handicapped clients in competitive jobs and to provide long-term employment within the workshop. There are many problems in meeting this objective.

  A. The placement programs are generally inadequate for placing severely handicapped workers.

    1. Only a very small percentage of severely handicapped individuals get placed.
    2. There is very little on-the-job training and support for the clients who do move into new jobs.

  B. Workshops provide severely handicapped individuals with neither the opportunity nor the skills to perform useful work.

  C. Rehabilitation-oriented and production-oriented personnel in the workshop work separately, at cross purposes.

D. There is a lack of personnel with business expertise.

E. The equipment is typically inadequate.

F. Workshop contracts tend to be unrelated to one another so that new production strategies must be developed frequently.

G. Too much time is spent on evaluation of severely handicapped individuals, because the data is not generally useful.

H. Other workshop activities (i.e., modification of social skills, daily living skills) are inadequate because there is no opportunity for the clients to use these skills.

III. Several suggestions have been made to improve sheltered workshops.

A. One way to improve the placement problem is to hire full time trainer-advocates who are responsible for integrating clients into the competitive labor market.

B. Workshops must separate their placement and production functions.

C. Programs must regularly obtain habilitative contracts.

1. The work should require skills that must be learned.
2. The contract must allow sufficient time
3. The task should consist of enough operations to provide significant work at a variety of job stations.
4. The contract should be profitable for the workshop and for the clients.

D. Normalization of the work setting should become a common objective for the staff.

E. Automation must be incorporated where appropriate, with necessary tools and machinery.

F. Workshop contracts should be somewhat specialized, so as to attain production expertise which will allow bidding for contracts at competitive prices.

G. It would be more productive to have the evaluators working in placement and skill training activities.

H. It makes more sense to teach independent living and social skills in a community environment where these skills can be used.

IV. School prevocational programs must not limit their role to pre-sheltered workshop experience.

A. They must work actively in the community, as opposed to the traditional classroom teaching.

B. Teachers must function as advocates as well as instructors.

   1. They should become involved in job procurement.
   2. Community living skills should be taught in appropriate settings.
   3. They need to work with nonhandicapped individuals who are important in the students' lives (i.e., job supervisors and other workers).

C. Teachers can teach specific skills that would enable the students to be eligible for skilled or semi-skilled jobs.

V. The article suggests specific ways to improve services offered by sheltered workshops and prevocational school programs in terms of reorganization of existing service models. The following is a brief outline of these suggestions:

A. Increase accountability procedures

B. Fund for quality rather than quantity

C. Encourage client independence

Power, P., and Marinelli, R. Normalization and the sheltered workshop: A review and proposals for change. Rehabilitation Literature, 1974, 35, 66-72.

Purpose

To suggest ways in which the normalization process can be implemented to improve sheltered workshops.

Discussion

I. There are several problems with present-day sheltered workshops.

A. Expectations are less than normal, so the handicapped are being contained in their weakness.

B. They often strive to stop certain behaviors without instilling new, positive directions.

C. Most individuals are forced to do dull, monotonous work.

D. The environment enhances the handicapped individual's feelings that s/he is incapable of independence.

E. The main theme of the sheltered workshop is meant to be rehabilitation, however production has often dominated.

F. When deviant individuals work only with other deviant individuals, it is inevitable that a subculture is created that increases the deviancy.

II. Normalization has been suggested to improve sheltered workshops.

A. Normalization has been defined as allowing the mentally retarded to obtain an existence as close to the normal as possible.

B. There are many ways to implement normalization into sheltered workshops.

1. The client should be given more decision-making power.
   a. S/he can choose the workshop to attend.
   b. Assessment can include the clients' opinions.
2. Within a workshop, it is important that there be a wide variety of work tasks.
   a. A client can rotate when feasible, until a job is decided upon that will prepare him for terminal or competitive employment.
3. The workshop should have normal expectations of each client.
4. Behavior management techniques can be used when necessary, without interfering with normalization.
   a. Positive reinforcement in terms of pay increments
   b. Time-out when necessary

5. Salary is very important for self-esteem.
    a. Minimum wage should be paid whenever possible.
    b. When this is impossible, each worker can be paid a minimum amount, and be allowed to earn more, for high rate of production.
6. Location of workshop should be in a business building also used by nonhandicapped workers.

Revell, G., and Wehman, P. Vocational evaluation of severely and profoundly retarded clients. Rehabilitation Literature, 1978, 39(8), 226-231.

Introduction

I. Several factors are limiting the availability of state agency rehabilitation services to the severely and profoundly retarded.

   A. Counselors are not equipped to deal with severely and profoundly retarded clients.

      1. Their training is very general, and not specific to the severely handicapped population.
      2. They deal with clients with a large range of disabilities, so have no opportunity to specialize in one area.
      3. They have very heavy caseloads.

   B. Behaviorally oriented rehabilitation counselors should have the following characteristics

      1. Working knowledge of behavior management principles
      2. Commitment to a data based system of training
      3. Practical experience with the severely handicapped population

   C. Severely and profoundly retarded clients are predicted to have little employment potential by state agency personnel, so are denied services.

      1. This is a result of the state's method of evaluating employability of clients, which is not appropriate with severely and profoundly retarded individuals.

Purpose

I. To review vocational evaluation and training issues that currently affect the delivery of vocational rehabilitation services to the severely and profoundly retarded.

II. To review alternative means of evaluating employability.

III. To discuss the special considerations needed to bring about the inclusion of severely and profoundly retarded into the vocational rehabilitation system.

Discussion

I. Vocational evaluation presently consists of four components.

   A. Clinical assessment: collecting and interpreting medical, social, educational, and psychological data

   B. Work evaluation: information concerning work habits, specific work skills and vocational needs

C. Work Adjustment

D. On-the-job tryouts

II. The results of the first two components of the evaluation frequently preclude the severely handicapped clients from taking part in the last two because

A. A major aspect of this section of the evaluation is IQ, which has not been shown to be a successful predictor of future employability of the severely handicapped population.

B. Much of the information is gathered from interviews. Since most severely handicapped individuals have limited language skills, this is very difficult.

C. This evaluation uses the speed at which a client learns a task as a predictive measure of his performance once the task has been mastered.

1. Acquisition rate is not a reliable measure of future production rate in severely and profoundly retarded individuals.

III. In order to make this evaluation more relevant to the severely handicapped population, several considerations need to be made.

A. Because of the limited vocational exposure of the severely and profoundly retarded clients, many prerequisite behaviors need to be taught before the actual training of the vocational task.

B. Completion of the task might not be enough of a reinforcement in itself.

C. Precision teaching techniques are often necessary to teach a simple task.

D. Statements on productivity and predictability of successful employment cannot be accurately attempted unless a data based system is used to measure clients' performance.

E. Failure to learn a particular task should be identified as a function of external variables (distractions, teaching methods, lack of reinforcers) as opposed to the inability of the client to learn.

IV. Alternative vocational evaluation procedures

A. The Training Performance Sample (TPS) designed to provide evaluators with information regarding training time and cost needed to bring individual severely handicapped clients to employability levels.

1. This is as opposed to the present evaluation which measures future productivity based on acquisition rate.

   2. Involves training specific tasks through systematic instruction techniques

B. Vocational Information and Evaluation Work Samples (VIEWS): designed to assist evaluators in making predictive statements concerning the employability of the severely and profoundly retarded

   1. Work sample tasks are modeled on industrial tasks.
   2. Reinforcement and behavior management principles can be used.
   3. Predictive statements on performance are based on measurements taken during production, after a criterion level of performance has been acquired, so acquisition is separate from production.
   4. Evaluator can assess environmental factors that affect learning.
   5. Predictive statements are based on both clients and industrial norms.

V. Special considerations are needed to bring about the inclusion of the severely handicapped population into the vocational rehabilitation system.

   A. Practicality: consideration of the availability of treatment and training services needed to develop the desired skills in severely handicapped individuals

      1. Reports completed at the community evaluation centers should include recommendations for use of specific settings that are available, to assist in the determination of appropriate placements.

   B. Availability of employment

      1. A job survey should be completed prior to evaluation and training.
      2. Those involved in predicting and developing the employment potential of the severely retarded need to know the opportunities available in the community.

   C. The state agency vocational rehabilitation service should provide assistance to schools serving the severely handicapped population.

      1. Making employment information available
      2. Assisting in coordination of prevocational and vocational programs with training and employment opportunities that will be available upon completion of school
      3. Providing consultation to assist the schools in setting realistic objectives and long-term plans for their students

Sitlington, P. Vocational assessment and training of the handicapped. Focus on Exceptional Children, 1979, 12(4), 1-11.

Purpose

I. To present each of the basic assessment techniques available to vocational programming personnel working with the handicapped.

II. To give sample vocational assessments and programming sequences for a high school work experience program and a post-secondary vocational training program.

III. To list commercially developed instruments.

Discussion

I. There are seven major assessment techniques available to the vocational programmer. Some are suited to provide only one type of data, while others can be used to gain information in several areas.

A. Medical Examination: involves referring the student to a physician for a general health check-up

1. This may uncover health problems that need to be considered in training or job placement.

B. Paper-and-Pencil Tests: provide information on functional academic skills

1. There are several possible problems here.
   a. Is the test reliable and valid?
   b. Will the content of the results be helpful?
   c. Is the norming population appropriate?
   d. Can the student understand the questions?

C. Manual Dexterity Tests: commercially available tests that measure areas such as eye-hand coordination, gross motor dexterity, etc.

1. These can be useful as screening devices.
2. They can be useful in determining how successful a client will be on particular workshop activities.
3. It is important to check the population that these tests were normed on.

D. Commercially Developed Assessment Tests: vary greatly in types of tasks required

1. Some attempt to assess performance on actual job components (i.e., filing, sorting mail).
2. Some strive to measure performance on generic tasks common to a number of jobs.
3. Careful selection of assessments is imperative. The following questions should be asked when considering commercial systems:
   a. Does the system take into account expectancy to fail?
   b. Does the system take into account academic limitations?

c. Does the system take into account verbal limitations?
d. Does the system take into account limited experience?
e. Does the system allow for more than one trial on tasks?
f. Does the system allow for repeated instruction and check for comprehension?
g. Does the system have face validity?
h. Does the system allow for appropriate conditions for testing, i.e., pleasant surroundings, orderly administration, and fatigue?
i. Does the system use "spaced" rather than "massed" evaluation?
j. Is the system adequately normed on handicapped individuals and the workers who are doing the various types of tasks? Have follow-up studies been conducted on its vocational prediction validity?

E. Self-Developed Work Samples: can be developed by the work experience or vocational training program. There are several major advantages.

1. They reflect the type of job placements available in the area.
2. Low cost
3. Work samples can represent an actual job or component of a job.
4. They can be general or specific.
5. They can be used to gather information such as eye-hand coordination, attention to task, and physical stamina.
6. The process of developing work samples involves six steps.
   a. Decide on samples to develop. This involves conducting an informal survey of the community to determine which jobs are feasible for the specific handicapped population being served, then ascertaining if work samples for some of these jobs have already been developed by someone else. Finally, it entails determining which job(s) can be most feasibly and realistically represented by a work sample format.
   b. Conduct a job analysis. Once a job has been selected, a detailed, accurate analysis must be conducted, to include job tasks, worker requirements, physical demands, and environmental conditions. The content validity of the work sample depends almost solely upon this step.
   c. Design and construct the work sample. The job tasks selected for inclusion in the sample must be based on their importance to the job and the feasibility of replicating them in the work sample. These tasks must then be sequenced, with necessary practice sessions and instructions included. Performance on the sample should be measured by number of correct products, number of errors, quality of work, or time required for completion, whichever element is most appropriate for the particular task.
   d. Write work sample manual. For the work sample to be systematically administered and used by other professionals, a manual is necessary. It should include two forms of specific instructions: 1) to be given to the individual and 2) to be followed by the evaluator. The Materials Development Center at the University of Wisconsin-Stout has designed a standard format for such a manual that allows agencies and individuals to use work samples developed by others.

e. Establish norms. Establishing and updating norms is an ongoing process. The groups with whom the individual is to be compared should be carefully selected and should reflect the population with whom the handicapped person will be competing for a job. Percentile scores or standard scores are most often used in establishing norm tables. More information on these methods can be found in any standard measurement text.

f. Establish estimates of reliability and validity. This step is one most often overlooked in self-developed work samples, but it is probably one of the most important. Elaborate statistical calculations do not have to be carried out, but it is necessary to see if the scores obtained on the work sample measures what it purports to measure.

F. Behavior Analysis as an Assessment Tool: the emphasis should be on the effects of manipulating the individual components of the training program and environment to determine the working conditions, reinforcers and methods of instruction that work best for each client.

1. The following items can be systematically varied
    - a. Environmental conditions (i.e., noise level, number of people in work area)
    - b. Instructional methods (i.e., verbal instructions)
    - c. Type of reinforcement
    - d. Schedule of reinforcement
2. Basic steps involved in behavior analysis are
    - a. Specifying the behavior to be observed
    - b. Describing the training environment (antecedent and subsequent events)
    - c. Taking a baseline of the initial behavior
    - d. Beginning the treatment program
    - e. Continuing the training program until behavior change can be shown to be a result of program components

G. Situational Assessment: involves systematically observing an individual in the actual work environment

1. This is usually done through an observational checklist or rating form
2. This is extremely important in providing information on the general prevocational needs of the client, that may not appear in other than "real life" situations.

II. The following steps make up an example of a high school work experience sequence

A. Prevocational Experience

B. Job Analysis

C. In-school work experience

D. Community placement

E. After graduation placement and follow-up

III. Commercially developed instruments are listed in the article under "paper-and-pencil tests," "manual dexterity tests" and "commercially developed assessment systems" (pp. 3-5).

Vogelsberg, R., Williams, W., and Friedi, M. Facilitating systems change for the severely handicapped: Secondary and adult services. Journal of the Association for the Severely Handicapped, 1980, 5(1), 73-85.

Purpose

I. To report the results of four surveys conducted in a northeastern state that document a need for change in service delivery to adolescent and adult severely handicapped persons.

II. To make recommendations for improvement of these services.

Discussion

I. The survey included the following service providers.

   A. Special education programs at secondary level

   B. Vocational rehabilitation counselors

   C. Adult developmental disabilities services

   D. Adult prevocational and vocational facilities

II. Overall results indicated four basic problem areas.

   A. Many developmentally disabled individuals are leaving public school programs without the skills to access community, vocational, home-living and recreational activities.

   B. Post-school training and services that meet the students' needs are often not available. There is a lack of systematic planning for the transition from school to post-school services.

   C. Service providers of the adult developmentally disabled need training on the basic skills to provide effective services.

   D. The developmentally disabled adult frequently fails to exit work activity and day care programs because competitive employment training, placement services and sheltered workshop opportunities have not been developed.

III. Considering the fact that programs have not developed adequate community vocational opportunities for the developmentally disabled, nor trained them on the skills necessary to access the opportunities, several recommendations have been made.

   A. Develop a complement of services that

      1. Indicate specific responsibilities of agencies for providing services and cooperative arrangements between agencies
      2. Indicate exit criteria for upward movement through the complement of services

B. Develop secondary and adult community-based programs that result in more independence in community living and vocational situations.

C. Delineate the competencies needed to be a community mental retardation professional and provide comprehensive inservice training and technical assistance to service providers.

D. The status and pay of service providers should be upgraded.

E. Develop both competitive, transitional, and long-term sheltered employment options.

F. Improve coordination and cooperation of agencies providing services.

IV. Systems that insure interagency cooperation and planning for services must be developed so that the developmentally delayed are not provided with services up to the age of 21 and then with no appropriate services. It is recommended that the following objectives be met.

A. Interagency agreements must be developed between special education, vocational rehabilitation, and adult based education at the state agency level to specify what services each will provide and how these services will be coordinated.

B. Information must be disseminated to educators, parents, students and concerned others regarding available services and where those services are available.

C. A system must be developed to resolve transportation problems involved in interagency cooperation and program implementation.

Walls, R., Tseng, M. & Zarin, H. Time and money for vocational rehabilitation of clients with mild, moderate, and severe mental retardation. American Journal of Mental Deficiency, 1976, 80, 595-601.

Purpose

I. In the 1973 Rehabilitation Act (PL93-112, 93rd Congress, H.R. 8070, Sept. 26, 1973), services were specifically mandated to severely handicapped individuals.

II. Recent emphasis towards decentralization of residential services has prompted increased interest in the rehabilitation potential associated with moderate and severe mental disability.

III. Purpose of investigation: to determine possible differentiation of monetary and duration variables of clients classified as mildly, moderately, and severely retarded within the framework of the intake, process, and outcome system of vocational rehabilitation.

Method

I. Subjects: Randomly sampled 600 vocational rehabilitation clients. One-half of subjects suitably employed and other half were classified as "nonrehabilitated." Two groups were further subdivided into three groups: mild, moderate and severe.

II. Procedure: Variables selected for analysis--

A. Time in the referral status
B. Time in training
C. Time in the vocational rehabilitation process
D. Money in extended evaluation
E. Money in facilities
F. Money for all services
G. Money earned at closure

III. Results:

A. Months in referral did not differ among three retardation classifications.

B. Severely retarded had more months in training than either moderately or mildly retarded clients.

C. More funds were spent in evaluation for severely than for mildly or moderately retarded clients.

D. For rehabilitated clients, there were no differences among mildly, moderately or severely retarded groups with respect to earnings at closure (30 days' gainful employment).

Wehman, P. Vocational training of the severely retarded: expectations and potential. Rehabilitation Literature, August 1976, 37(8), 233-236, 256.

Purpose

I. To familiarize rehabilitation administrators, counselors, and workshop supervisors with the behavioral expectations and vocational potential associated with severely retarded persons.

II. To discuss implications for preparing rehabilitation counselors to cope effectively with severely retarded clients needing vocational rehabilitation.

Discussion

I. Components of an effective vocational training program for the severely retarded

   A. A task analysis method of presentation is instrumental in making the job easier for the client, thus increasing the probability of success.

   B. A high degree of structure in the vocational setting and consistency in approach by trainees in the initial stages of training is required for optimal performance.

   C. Reinforcers must be individualized for each client and demonstrate that they are instrumental in increasing behavior.

   D. Vocational programs utilizing carefully gathered data of a client's work performance are most effective in making program modifications and decisions.

   E. Methods to facilitate transfer of training and response maintenance must be planned and developed within the overall program. It cannot be expected to occur spontaneously.

II. The following suggestions are advanced for development of a behaviorally oriented rehabilitation counselor.

   A. Complete understanding and working knowledge of fundamentals and principles of behavior management

   B. A commitment to a data-based system of training and programming

   C. Rehabilitation counselor education programs should include an opportunity for practicum experience with severely retarded population.

Wehman, P., Renzaglia, A. & Schutz, R.
Behavioral training strategies in sheltered workshops for the severely developmentally disabled. AAESPH Review, 1977, 2(1), 24-36.

Introduction

I. Much of the vocational research and programs with the severely developmentally disabled has been directed toward instructional strategies to facilitate the acquisition of complex manual tasks.

II. Relatively few efforts have been directed toward developing innovative techniques and strategies for accelerating work performance.

Purpose

To provide a behavioral analysis of work problems which may be expected of severely developmentally disabled clients, and identify and discuss a logically arranged sequence of behavioral procedures available to overcome specific vocational problems.

Discussion

Work behavior may be subdivided into learning a skill (acquisition), and then performing it accurately at a high enough rate (production) to meet competitive employment standards.

I. Acquisition Problem--Discrimination Deficits

   A. Failure to attend to the salient cues (size, color, form) of a task.

   B. Main obstacle for the mentally retarded in acquiring complex manual tasks.

   C. Acquisition impeded by a client's failure to attend to verbal cues of supervisor.

II. Acquisition Problem--Sensory-Motor Deficits

   A. Clients with cerebral palsy, loss of limbs, and spasticity or athetosis may require protheses or specially arranged environmental support.

III. Low Production--Slow Motor Behavior

   A. Slow motor behavior is one characteristic of severely developmentally disabled workers who have not previously been required to meet a work criterion for success.

B. Often such clients are unresponsive to the commonly used workshop incentives such as praise or money.

IV. Low Production--Interfering Behaviors

A. Equally problematic in accelerating production rates with the severely and profoundly retarded are interfering or competing behaviors, such as high levels of distractability and hyperactivity, out-of-seat behavior, excessive looking around, etc.

B. The work performance of severely disabled clients may be highly susceptible to changes in work environment.

V. Specific Training Techniques for Alleviating Work Problems

A. Learning or Acquisition Problem--Discrimination Deficits

1. Give verbal instructions.
2. Model and give verbal instructions.
3. Give verbal and physical guidance.
4. Break task down into simpler steps (easy-to-hard sequence) and repeat steps 1-3.
5. Use cue redundancy or stimulus fading, depending on task.
6. Always accompany steps 1-5 with positive reinforcement for correct response.

B. Learning or Acquisition Problems--Sensory-Motor Deficits (Assess handicap to be sure there is a physical problem)

1. Poor motor coordination
   a) Give verbal instructions.
   b) Model and give verbal instructions.
   c) Give physical and verbal guidance.
   d) Break task down into simpler steps (easy-to-hard sequence) and repeat steps a-c.
   e) Use prosthetic device or physical arrangement of materials.
   f) Use cue redundancy or stimulus fading, depending on task.
   g) Always accompany steps a-f with positive reinforcement for correct response.
2. Visually Handicapped
   a) Give verbal instructions (detailed).
   b) Give physical guidance and verbal instructions.
   c) Use tactile cue redundancy and repeat steps a-b.

3. Acoustically handicapped
    - a) Use gestural instructions.
    - b) Use physical guidance.
    - c) Break task down into simpler steps (easy-to-hard sequence) and repeat steps a-b.
    - d) Use cue redundancy or stimulus fading, depending upon task.
4. Deaf-Blind
    - a) Use Physical guidance.
    - b) Use tactile cue redundancy

C. Low Production-Slow Motor Behavior

1. Use verbal prompt (e.g., "work faster").
2. Use verbal prompt plus model.
3. Use physical prompt (paired with verbal).
4. Increase reinforcer proximity.
    - a) Pennies present.
    - b) Back-up present also.
5. Increase frequency of receiving pennies.
6. Increase number of pennies and/or back-ups.
7. Increase frequency of redemption of pennies.
8. Give verbal reprimand plus no reinforcement.
9. Use response cost.
10. Use isolation-avoidance.
11. Use positive practice.
12. Use present aversive stimuli.

D. Low Production--Interfering or Excessive Behavior

Representative classes include:

- a) nonfunctional competing behaviors,
- b) bizarre noises,
- c) out-of-seat behaviors,
- d) aggression against objects,
- e) aggression against people.

1. Use verbal reprimand and prompt.
2. Use verbal reprimand and physical prompt.
3. Increase reinforcement proximity (pennies, then back-up).
4. Increase frequency of receiving reinforcement (pennies).
5. Increase amount of pennies and/or back-up.
6. Increase frequency of redemption.
7. Use response cost.
8. Use time-out from positive reinforcement.
9. Use restraint.
10. Use overcorrection-positive practice.
11. Use isolation-avoidance.
12. Present aversive stimuli.

Wehman, P., Schutz, R., Bates, P., Renzaglia, A., and Karan, O. Self-management programmes with mentally retarded workers: Implications for developing independent vocational behaviour. British Journal of Social Psychology, 1978, 17, 57-64.

Introduction

I. The mentally retarded are a special population whose behavior has traditionally been externally controlled, that is, controlled by other persons or events in their environment.

II. If the mentally retarded are to be habilitated into community living facilities, local workshops, and regular education classrooms, there is a critical need for the development of self-management skills.

Purpose

To describe three research studies which took place in the sheltered workshops with three mentally retarded workers, two of whom were severely and profoundly retarded. The purpose of these studies was to evaluate the effects of external reinforcement, self-administered reinforcement, and self-determined reinforcement on work production rates.

Results

Present research provides an indication that severely developmentally disabled workers may be able to perform at equivalent production rates under externally controlled or self-controlled reinforcement contingencies and across several different tasks.

Discussion

I. Primary implication is that self-reinforcement training can and must become an integral part of incentive systems in sheltered workshops: saving on staff time.

II. Through self-reinforcement training, workers were observed to be less dependent on workshop staff and appeared to find their job more reinforcing.

III. Only through the acquisition of behavioral self-control patterns can the mentally retarded begin to approach a normalized style of life, and become fully integrated into the community.

Whitehead, C. Sheltered workshops in the decade ahead: Better work and wages or welfare. Journal of Rehabilitation, April/May/June 1979, 77-80.

Purpose

To report the findings of an HEW activity, Training and Employment Services Policy Analysis (TESPA), initiated to focus on training and employment services for handicapped persons in community based facilities.

Discussion

I. The TESPA Task Force on Current Issues and Policy Problems identified four major areas of concern to the delivery of training and employment services to severely handicapped individuals.

  A. There is a problem deciding whether to recognize the sheltered workshop as an employer or as a service provider.

    1. As a service provider, it is eligible for subsidy funds which are necessary because of low productivity.
      a. Lack of productivity may be related more to lack of technology of the workshop than to the clients' limitations.
      b. Lack of suitable and adequate work has a negative impact on the workshop's success as an employer.
    2. As an employer, it would be eligible for technical assistance and support from the Small Business Administration.
      a. This support is not available to nonprofit organizations.

  B. The workshops are left to serve those persons who are the most severely limited, and the least feasible for competitive employment.

    1. There should be incentives to place those individuals that are capable in competitive employment, so the workshop does not delay placement in order to raise their production rate.
    2. There is concern as to whether or not competitive employment is a realistic goal for the most severely involved individuals.

  C. Work activities centers may not be appropriate for serving persons with severe and profound disabilities.

  D. There is some controversy over the extent of financial support which should be expected from the production of goods and services by the handicapped workers.

    1. Clients in work activities centers generally produce about half as much as the workers in sheltered workshops.
    2. Other sources of income include
      a. Fees paid for professional rehabilitation services
      b. Subsidy income (gifts, grants, community fund allocations)

Zohn, J., and Bornstein, P. Self-monitoring of work performance with mentally retarded adults: Effects upon work productivity, work quality and on-task behavior. Mental Retardation, 1980, 18(1), 19-25.

Purpose

To report the results of a study examining a self-monitoring procedure.

Discussion

I. The study took place in a sheltered workshop with retarded individuals.

II. The subjects were taught to record their work, by making a mark on a data sheet upon completion of each assembly.

III. The results were positive. Each subject increased in at least one of the following areas: on-task behavior, work productivity, and work quality.

PART III: PROFESSIONAL JOURNALS

As of this time we do not know of any professional journal devoted specifically to vocational education for severely handicapped individuals. It is hoped that many of the journals listed below will carry more frequent articles on this topic. Some journals offer a complimentary issue on request.

The following abbreviations indicate very general categories which describe some of these journals:

m.r.	The broad definition of mental retardation
s.h.	Severely Handicapped
hdcp.	All handicapping conditions
voc. ed.	Vocational Education (usually the broad definition of educational programs within schools which prepare students for their post-school vocational placements)
rehab.	The broad field of rehabilitation (usually in respect to programs specifically dealing with competitive employment, job training and re-training for adults)

AMERICAN JOURNAL OF MENTAL DEFICIENCY — m.r.
American Association on Mental Deficiency
5201 Connecticut Avenue, N.W.
Washington, D.C. 20015

AMERICAN VOCATIONAL JOURNAL — voc. ed.
American Vocational Association
1510 H Street, N.W.
Washington, D.C. 20005

CAREER DEVELOPMENT FOR EXCEPTIONAL INDIVIDUALS — voc. ed., hdcp.
Division on Career Development
1920 Association Drive
Reston, Virginia 22091

EDUCATION AND TRAINING OF THE MENTALLY RETARDED — m.r.
Division on Mental Retardation
1920 Association Drive
Reston, Virginia 22091

EXCEPTIONAL CHILDREN — hdcp.
Council for Exceptional Children (C.E.C.)
1920 Association Drive
Reston, Virginia 22091

DISABLED - U.S.A.
President's Committee on Employment of the Handicapped hdcp., voc. ed.
Washington, D.C. 20210

JOURNAL FOR SPECIAL EDUCATORS OF THE MENTALLY RETARDED m.r.
American Association of Special Educators
107-20 125th Street
Richmond Hill, N.Y. 11419

JOURNAL OF APPLIED REHABILITATION COUNSELING rehab.
National Rehabilitation Counseling Association
1522 K Street, N.W.
Washington, D.C. 20005

JOURNAL OF CAREER EDUCATION: FOCUS ON VOCATIONAL EDUCATION voc. ed.
Department of Practical Arts and Vocational Technical Education
University of Missouri
Columbia, Missouri 65201

JOURNAL OF REHABILITATION rehab.
National Rehabilitation Association
1522 K Street, N.W.
Washington, D.C. 20005

JOURNAL OF THE ASSOCIATION FOR THE SEVERELY HANDICAPPED (J.A.S.H.) s.h.
The Association for the Severely Handicapped
7010 Roosevelt Way, N.E.
Seattle, Washington 98119

JOURNAL OF VOCATIONAL BEHAVIOR voc. ed.
Academic Press
1945 North High Street
Columbis, Ohio 43210

MENTAL RETARDATION m.r.
American Association on Mental Deficiency
5201 Connecticut Avenue, N.W.
Washington, D.C. 20015

REHABILITATION LITERATURE rehab.
National Easter Seal Society for Crippled Children and Adults
2023 W. Ogden Avenue
Chicago, Illinois 60612

REHABILITATION WORLD rehab.
Rehabilitation International, U.S.A.
20 West 40th Street
New York, NY 10018

RESOURCES IN VOCATIONAL EDUCATION voc. ed.
The National Center for Research in Vocational Education
Ohio State University
1960 Kearny Road
Columbis, Ohio 43210

SPECIAL EDUCATION QUARTERLY hdcp.
Aspen Publishing Company
1600 Research Boulevard
Rockville, Maryland 20850

THE JOURNAL FOR VOCATIONAL SPECIAL NEEDS EDUCATION voc. ed., hdcp.
National Association of Vocational Education
Special Needs Personnel
300 West Nebraska Hall
University of Nebraska
Lincoln, Nebraska 68588

GLOSSARY OF BEHAVIORAL TERMS*

Many of the articles and books sumarized in this section contain terms unique to the field of Applied Behavioral Analysis. It is the intent of this partial listing of behavioral terms to allow the reader to more fully understand concepts summarized from this relevant and valuable literature.

ACCOUNTABILITY	Objective demonstration and communication of the effectiveness of a given program: behavioral outcomes, cost-benefit, consumer satisfaction, and so on.
ACROSS-BEHAVIOR MULTIPLE-BASELINE DESIGN	A within-subject experimental design that involves: (1) obtaining pre-treatment measures (baseline) of several different behaviors; (2) applying the intervention or experimental procedure to one of the behaviors until it is substantially changed while continuing to record the baseline measures of the other behaviors; (3) applying the intervention to a second behavior as in 2 above, and so on. This procedure is continued until it is determined whether or not each class of behavior changes systematically with the intervention.
ACROSS-INDIVIDUALS MULTIPLE-BASELINE DESIGN	A single-subject experimental design that involves: (1) collecting baselines on the same behavior of several different individuals; (2) applying the intervention first with one individual while the baseline conditions are continued with the other individuals; (3) applying the intervention to the second individual's behavior as in 2 above. This procedure is continued until it is determined whether or not each individual's behavior changes systematically with the intervention.
ACROSS-SITUATIONS MULTIPLE-BASELINE DESIGN	A single-subject experimental design that involves: (1) collecting baselines on a behavior of one or more individuals across different situations; (2) testing the effects of the intervention (independent variable) first in one situation while the baseline conditions are continued throughout the other situations; (3) applying the intervention to the second situation as in 2 above. This procedure is continued until it is determined whether or not each individual's behavior changes systematically only in the situation in which the intervention is applied.

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*Adapted from Beth Sulzer-Azaroff and G. R. Mayer, Applying Behavior-Analysis Procedures with Children and Youth. New York: Holt, Rinehart and Winston, 1977.

ANTECEDENT STIMULUS	A stimulus preceding a behavior that may or may not exert discriminative control over that behavior.
APPLIED BEHAVIOR ANALYSIS	An intervention derived from the principles of behavior analysis, designed to change behavior in a precisely measurable and accountable manner; restricted to those interventions that include an experimental design to assess treatment effects. See also BEHAVIOR MODIFICATION.
APPLIED BEHAVIOR-ANALYSIS PROGRAM	A program that includes the full behavior analysis model. It includes the behavioral objectives; the selection and application of valid and reliable measures; regular recording; the consistent application of selected procedures based on principles of behavior; plus an experimental evaluation of results. An applied behavior-analysis is sometimes referred to as a behavior-analysis program, behavioral program, behavior modification program, or an application of behavior analysis.
ARTIFICIAL PROMPT	A discriminative stimulus that is not usually present in the environment. Since artificial prompts are intrusive, they should be faded or gradually eliminated before the goal is judged to be achieved (e.g., verbal instructions as a student learns a new motor behavior).
ARTIFICIAL REINFORCER	A reinforcer that is not usually present in the natural setting, or is not a natural consequence of the behavior. For example, trinket rewards would be artificial reinforcers in many school programs.
AVERSIVE STIMULUS	A stimulus, also called a punisher, that has the effect of decreasing the strength (e.g., rate) of behavior when it is presented as a consequence of (contingent upon) that behavior; a stimulus that the individual will actively work to avoid. A stimulus, the contingent removal of which results in an increase in the rate of the dependent variable. Nontechnically: an unpleasant object, or event. See also NEGATIVE REINFORCER.
BACK-UP REINFORCER	An object or event that has already demonstrated its reinforcing effect on an individual. It is received in exchange for a specific number of tokens, points, or other exchangeable reinforcers.
BACKWARD CHAINING PROCEDURE	Effecting the development of a behavioral chain of responses by training the last response, element, or link in the chain first; the next to last, next; and so on until the entire chain is emitted as a single complex behavior.

BASELINE	The strength or level (e.g., rate, duration, latency) of behavior before an experimental variable or procedure is introduced. Baseline measures are continued until performance has stabilized and can be used as a basis of comparison to assess the effects of the experimental variable.
BEHAVIOR	Any observable and measurable external or internal act of an organism. A response. See also RESPONSE.
BEHAVIOR-ANALYSIS PROCEDURES	Interventions that are used to bring about behavioral change through the application of behavioral principles. Behavioral procedures are used to increase, teach, maintain, extend, restrict, inhibit, occasion, or reduce behaviors. They serve as the core of most applied behavior-analysis programs.
BEHAVIOR MODIFICATION	Interventions derived from the principles of behavior analysis. Designed to change behavior in a precisely measurable manner; often used interchangeably with the terms applied behavior analysis and behavior therapy. However, applied behavior analysis is restricted to those interventions that include an experimental design to assess treatment effects. Behavior modification and behavior therapy are often comprised of only three phases: (1) baseline; (2) treatment; (3) follow-up. When respondent procedures are emphasized, one tends to use the term behavior therapy.
CHAIN	Two or more behaviors that occur in a definite order within a behavioral sequence.
CHAINING PROCEDURE	A procedure in which simple responses already in the repertoire of the individual are reinforced in sequence to form more complex behaviors.
CHANGING CRITERION DESIGN	An applied behavior-analysis design that involves successively changing the criterion for consequences, usually in graduated steps from baseline levels to a desired terminal goal. Experimental control is demonstrated if the behavior changes to meet or approximate each successively set criterion level. It is usually best to vary the number of sessions among criterion levels to more clearly demonstrate that the behavior remains at, or close to, the criterion level. A replication across subjects, again varying the duration of criterion levels, would provide further evidence of a functional relation between the intervention and the dependent variable.

CONDITIONED REINFORCER	(S^r) A stimulus that initially has no reinforcing properties but, through frequent pairings with unconditioned or strong conditioned reinforcers, has acquired reinforcing properties.
CONFOUNDING VARIABLES	Variables that introduce ambiguity into an experimental study. Such variables make it impossible to evaluate precisely the effects of the independent variable.
CONTINGENCIES	The specified dependencies between behavior and its antecedents and consequences. Contingencies can occur naturally or can be arranged as stimuli are presented, withdrawn, or withheld by people to affect either their own behavior or the behavior of others.
CONTINGENT REINFORCEMENT	A reinforcing event that occurs only as a consequence of the specified behavior.
CONTINUOUS REINFORCEMENT (CRF)	A schedule of reinforcement in which each occurrence of a response is reinforced.
CONTROL	The condition that exists when there is a functional relation between a performance and a particular event or independent variable. For example, if a child usually or consistently asks for ice cream while driving past the local ice cream stand, the response, requesting ice cream, is "controlled" by the antecedent event, passing the ice cream stand.
CRITERION LEVEL	The standard used to indicate when the behavioral goal has been reached. A specification of an acceptable level of performance that the client is to achieve. Criteria are used to evaluate the success of a given behavior-analysis program.
DEPENDENT VARIABLE	A variable that is measured while another variable (the independent variable) is changed in a systematic way. When changes in the independent variable are accompanied by changes in the dependent variable, we say that the two are functionally related--that the level or value of the dependent variable is in fact dependent upon the level or value of the independent variable. In behavior analysis the dependent variable is usually behavior, and the independent variable is some condition that may affect the level of that behavior. See also INDEPENDENT VARIABLE.

DIFFERENTIAL REINFORCEMENT	(1) the reinforcement of one class (or form or topography) of behavior and not another; (2) the reinforcement of a response under one stimulus condition but not under another stimulus condition. Also, the reinforcement of one response under one stimulus condition while other responses are reinforced under different stimulus conditions.
DIFFERENTIAL REINFORCEMENT OF HIGH RATES (DRH)	A schedule that involves the selective contingent reinforcement of a grouping of responses that occur in rapid succession. High rates are differentially reinforced while low rates are not.
DIFFERENTIAL REINFORCEMENT OF LOW RATES (DRL)	A schedule that involves the selected reinforcement of responses that occur at or below some predetermined rate. Low rates are differentially reinforced while high rates are not. "The rates upon which the decision as to reinforce or not is made may be 'averaged rates' taken as the average rate of responding over a specific interval, or 'operant-to-operant' rates, in which each interval between the initiation of one response and the next is measured and analyzed for the low-rate property." The latter of these two methods selectively reinforces responses that are relatively far apart in time. While it is considerably harder to measure and analyze, it is the more effective means of the two for rapidly obtaining low rates of responding.
DIFFERENTIAL REINFORCEMENT OF OTHER BEHAVIORS (DRO)	A procedure in which the occurrence of a particular class of behavior postpones delivery of reinforcement. Thus, the individual receives scheduled reinforcement except when engaging in the specified behavior. This procedure, which is also called omission training, usually results in a decrease of the specified behavior.
DIRECT OBSERVATIONAL RECORDING	A method, sometimes called observational recording, in which a human observer records behavioral data as it occurs. Event and time sampling are both observational recording systems.
DISCRETE RESPONSE	A behavior that has a clearly discriminable beginning and end. Lever presses, sneezes, and written answers to addition problems are examples of discrete responses.
DISCRIMINATION	The restriction of responding to certain stimulus situations and not others. Discrimination may be established by the differential reinforcement (q.v.) of responding in one stimulus situation and the extinction or punishment of that response in other situations, or by the reinforcement of other behavior in the other situations.

DISCRIMINATIVE STIMULI	S^D A stimulus in the presence of which a given response is likely to be reinforced. An S^D operates to "occasion" a particular response in that it signals the likelihood of reinforcement. S^Δ A stimulus in the presence of which a given response is not reinforced. An S^Δ signals nonreinforcement and functions to "inhibit" or "suppress" the response. S^{D-} A stimulus in the presence of which a given response is likely to be consequated with punishment, timeout, or response cost. An S^{D-} signals the likelihood of an aversive consequence and functions to "inhibit" or "suppress" the response. Stimuli are said to be discriminative when, after several pairings with consequential stimuli, their presentation or removal is accompanied by reliable changes in the rate of response.
DURATION RECORDING	Recording the elapsed time during which an event occurs. For example, an observer could record the amount of time a youth spends on a task or talks on the phone.
EMIT	In operant conditioning, a verb that describes the occurrence of behavior in the absence of any known eliciting stimulus.
ERRORLESS DISCRIMINATION TRAINING	Teaching the acquisition of a discrimination by carefully arranging a sequence of discriminative stimuli so that only the correct responses are occasioned.
EVENT RECORDING	An observational recording procedure in which one records the number of occurrences of a specified discrete behavior, such as times tardy, answers correct, or bites received by sibling, over a specified period of time. The interval may be, for instance, a classroom period, a day, or the duration of a meal or of a TV program.
EXPERIMENTAL DESIGN	An aspect of an experiment that is directed toward the control of confounding variables (experimental control). Several single-subject (within-subject) designs may be employed to demonstrate the existence of a functional relation between the dependent variable (the dependent behavior) and the independent variable (the intervention or procedure).
EXTINCTION	A procedure in which the reinforcement of a previously reinforced behavior is discontinued. In nontechnical language, extinction is often referred to as the appropriate withholding of rewards or attention or as the nonrecognition of behaviors that interfere with learning or development.

FADING	The gradual removal of (usually artificial or intrusive) discriminative stimuli such as directions, imitative prompts, physical guidance, and other cues and prompts. In nontechnical terms, fading is used to foster independence from auxiliary stimulus control that may be necessary during the early stages of learning. It facilitates the "assumption of responsibility." Constant reminders and suggestions are no longer required.
FIXED-INTERVAL (FI) SCHEDULE	See INTERVAL SCHEDULES OF REINFORCEMENT.
FIXED-RATIO (FR) SCHEDULE	See RATIO SCHEDULES OF REINFORCEMENT.
FORWARD CHAINING	Effecting the development of a behavioral chain of responses by training the first response or link in the chain first, the second next, and so on until the entire chain is emitted as a unitary complex behavior.
GENERALIZATION, RESPONSE (Induction)	The spread of effect to other classes of behavior when one class of behavior is modified by reinforcement, extinction, and so on. For instance, reinforcement of a particular writing response may be accompanied by other writing responses that are similar but not identical to the reinforced response.
GENERALIZATION, STIMULUS	The spread of effects to other stimulus situations when behavior is modified, reinforced, punished, and so on, in the presence of one stimulus situation. Generalization occurs when stimulus control is absent or incomplete (the child who calls all quadrupeds "doggie" is generalizing).
GENERALIZATION TRAINING	A procedure designed to occasion in another stimulus situation a behavior emitted in one stimulus situation. Teaching the application of skills learned in one setting (i.e., clinic, school) in other settings (i.e., home, community). Programming for stimulus generalization.
GENERALIZED REINFORCER	A conditioned reinforcer that is effective for a wide range of behaviors as a result of having been paired with a variety of previously established reinforcers. Due to this history, its effectiveness does not depend upon any one state of deprivation. Money is a generalized reinforcer. It has been paired with (and can purchase) a variety of other reinforcers.

GRADUATED GUIDANCE	The combined use of physical guidance and fading. A systematic gradual reduction of physical guidance.
IMITATION	Matching the behavior of a model, or engaging in a behavior similar to that observed.
INCOMPATIBLE BEHAVIOR	A specific alternative response (Alt-R) or behavior that cannot be emitted simultaneously with another behavior. Behavior that interferes with the emission of specified other behavior.
INDEPENDENT VARIABLE	The variable that is manipulated. In behavior analysis, the independent variable is often a behavioral procedure or package of other intervention or treatment program.
INTERMITTENT REINFORCEMENT	A schedule of reinforcement in which some, but not all, of the occurrences of a response are reinforced.
INTER-OBSERVER AGREEMENT ASSESSMENT	A method for estimating the reliability of a behavioral observational system. Two or more independent observers compare the number of times they agreed in proportion to the number of observations they scored.
INTERVAL SCHEDULES OF REINFORCEMENT	A schedule in which reinforcement is made contingent upon the passage of time before the response is reinforced. (1) Fixed interval (FI) schedule: when a particular response following the passage of a specific constant amount of time is scheduled for reinforcement. For example, an FI 3 indicates that reinforcement follows the first occurrence of the response after three minutes have passed. (2) Variable interval (VI) schedule: when a variable time interval must occur prior to the reinforced response. The time interval has a specific average and usually varies within a specified range. For example, a VI 6 indicates that an average of six minutes passes before the response receives contingent reinforcement.
INTRINSIC MOTIVATION	A term that is used to describe the phenomenon that some behavior is emitted at high rates in the absence of observable or extrinsic reinforcing consequences; presumably emitting the behavior is itself reinforcing.
LATENCY	The interval between the onset or presentation of the discriminative stimulus and the emission of the behavior it controls.

MAINTENANCE PROCEDURES	Applying schedules of reinforcement, altering reinforcers, and fading artificial prompts to promote the persistence of behaviors under natural environmental conditions.
MODELING PROCEDURE	A stimulus control procedure that uses demonstrations or modeling to prompt an imitative response (the "show" procedure).
MOMENTARY TIME SAMPLING	A time sampling procedure that records a response only if it is occuring at the moment the interval terminates. For example, a timer goes off at the end of a ten-minute interval. The observer checks to see if Josh has his thumb in his mouth at that moment.
MULTIPLE-BASELINE DESIGNS	A within-subject experimental design that attempts to replicate the effects of a procedure (treatment or intervention) across (1) different subjects, (2) different settings, or (3) different classes of behavior. The intervention is introduced independently to each subject (or setting or class of behavior) in succession. See also ACROSS-BEHAVIORS MULTIPLE-BASELINE, ACROSS-SITUATIONS MULTIPLE-BASELINE.
NATURAL REINFORCER	A nonintrusive reinforcer that is not artificially introduced. It is present in the natural environment. A smile or a good mark is usually a natural reinforcer in a school setting.
NEGATIVE REINFORCEMENT	A procedure that involves the removal of an aversive stimulus as a consequence of a response and results in the maintenance or an increased rate of the behavior. A behavior has been negatively reinforced if it increases or is maintained due to the contingent removal or reduction of a stimulus. This procedure is sometimes referred to as escape conditioning. For example, when the child does as asked, the adult stops nagging. The child's behavior, doing as requested, has been negatively reinforced by the removal of the nagging.
NEGATIVE REINFORCER	A stimulus that, when removed or reduced as a consequence of a response, results in an increase or maintenance of that response. See also AVERSIVE STIMULUS.
NEUTRAL STIMULUS	An object or event that is neutral with respect to some property that it may later acquire. It does not reliably affect behavior in a particular context until it has been paired sufficiently often with some event that does have controlling properties (i.e., it has not yet developed into an S^D, reinforcer, etc.).

OPERANT BEHAVIOR	Behavior whose rate or probability of occurrence is controlled (at least in part) by its consequences.
OPERATIONAL DEFINITION	The product of breaking down a broad concept, such as "aggressive," into its observable and measurable component behaviors (frequency of hitting or biting others, duration of scream, and so on).
OVERCORRECTION	A reductive procedure consisting of two basic components. (1) Restitutional overcorrection (or Restitutional procedure) requires the individual to restore the environment to a state vastly improved from that which existed prior to the act. (2) Positive-practice overcorrection (or Positive-practice procedure) requires the individual to repeatedly practice a positive behavior. When no environmental disruption occurs only the positive-practice procedure is used.
PHYSICAL GUIDANCE	A form of response priming in which the appropriate body part or parts are "put through" or physically guided through the proper motion. For example, a swimming coach guiding the movement of a youth's arm to demonstrate the proper stroke is using the physical guidance procedure.
POSITIVE PRACTICE (Overcorrection)	See OVERCORRECTION.
POSITIVE REINFORCEMENT	A procedure that maintains or increases the rate of a response by contingently presenting a stimulus (a positive reinforcer) following the response.
POSITIVE REINFORCER	When a stimulus, such as an object or event, follows or is presented as a consequence of a response, and the rate of that response increases or maintains as a result, the stimulus is called a positive reinforcer. Praise, attention, recognition of achievement and effort, special events, and activities are positive reinforcers for many people. Nontechnical terms for a positive reinforcer include incentives, rewards, or "strokes."
PREMACK PRINCIPLE	A principle which states that contingent access to high frequency behaviors ("preferred" activities) serves as a reinforcer for the performance of low frequency behaviors.
PRINCIPLES OF BEHAVIOR	Lawful relations between behavior and the variables that control it, discovered through experimental studies or analyses of behavior. They are used

to predict future behavioral occurrences because the relations have been found to apply under many conditions and among many individuals and groups with different characteristics.

PROBE	A phase in a behavior analysis experiment designed to test the effect of a given intervention. A rehearsal is a probe since it removes the intervention for a period of time to test behavior in the absence of the intervention.
PROMPT	An auxiliary discriminative stimulus presented in order to occasion a given response. Prompts are usually faded before the terminal goal is judged to have been achieved. (For example, "2 + 2 are ff——." The ff sound must be fade to judge that the student has achieved the goal of knowing how to add 2 + 2).
PUNISHMENT	A procedure in which an aversive stimulus is presented immediately following a response, resulting in a reduction in the rate of the response.
RATE	The average frequency of behavior emitted during a standard unit of time. Formula: number of responses divided by the number of time units. For example, if 20 responses occur in 5 minutes, the rate is 4 responses per minute.
RATIO SCHEDULES OF REINFORCEMENT	A schedule in which reinforcement is made contingent upon the emission of a number of responses before one response is reinforced. (1) Fixed ratio (FR) schedule: when a constant number of responses must occur prior to the reinforced response. For example, an FR 3 schedule indicates that each third response is reinforced. (2) Variable ratio (VR) schedule: when a variable number of responses must occur prior to the reinforced response. The number of responses usually varies around a specified average. For example, a VR 6 means that an average of one of six performances is reinforced.
REINFORCEMENT	Arranging for the presentation of the reinforcing event or the removal of an aversive event to follow as a consequence of a behavior, resulting in an increase or maintenance of the behavior. Reinforcement is defined solely by the increasing or maintaining effect upon behavior.
REINFORCEMENT DENSITY	Frequency or rate with which responses are reinforced. The lower the ratio or shorter the interval required by a given reinforcement schedule, the denser the reinforcement.

REINFORCEMENT OF ALTERNATIVE BEHAVIOR OR RESPONSE (Alt-R)	A reinforcement procedure usually designed to reduce a given behavior by increasing specific behaviors that are alternatives to the behavior to be reduced.
REINFORCEMENT OF INCOMPATIBLE BEHAVIORS	A specific Alt-R procedure designed to increase the rate of a behavior or behaviors that cannot coexist with a behavior that has been targeted for reduction. For example, reinforcing the completion of work reduces those forms of disruption that are incompatible with working.
REINFORCER	A stimulus contingent upon a behavior that increases or maintains the strength (rate, duration, etc.) of the behavior. A reinforcer is defined solely by the fact that it increases or maintains the behavior upon which it is contingent. See also UNCONDITIONED: CONDITIONED; and other classes of reinforcers.
REINFORCER SAMPLING	A procedure that enables the client to come in contact with a reinforcer in order that the positive characteristics of the stimulus may be experienced. The procedure is useful in developing new reinforcing consequences for a given individual.
RELIABLE MEASUREMENT	This occurs when the measuring device remains standard regardless of who uses it and under any conditions. It refers to the consistency of measurement. See also RELIABILITY.
RELIABILITY (Inter-observer agreement)	A term used to refer to consistency of measurement. In applied behavior analysis it is often estimated by assessing the agreement between two or more independent data records. The agreement coefficient is often calculated as a percentage by dividing the number of agreements by the number of agreements plus disagreements, and then multiplying the fraction by one hundred. Agreement measures should be reported for each phase of a within-subject design when feasible. When estimating reliability of interval recording systems, only scored intervals should be included in the calculation.
RESPONDENT BEHAVIOR	A response that is elicited by antecedent stimuli; reflex behavior; an autonomic response that requires no previous learning, though such responses may be conditioned, as in Pavlov's famous experiments with the conditioning of dogs' salivation responses.
RESPONSE	A directly measurable behavior.

RESPONSE COST	A reductive procedure in which a specified amount of available reinforcers are contingently withdrawn following the response. Usually these reinforcers are withdrawn from the client's reserve, as with loss of points, yardage, or fines. However, in a modification of this procedure, bonus response cost, the reinforcers are taken away from a pool of potential bonus reinforcers that the client will receive if all are not withdrawn.
RESTITUTIONAL OVERCORRECTION	See OVERCORRECTION.
REVERSAL DESIGNS	An experimental design that involves the removal of the intervention in order to test its effect. For example, one frequently utilized reversal design involves: (1) obtaining a base rate of the target behavior; (2) applying the intervention or procedure; (3) the reversal, a discontinuation of the intervention, and a reintroduction of the conditions in effect during the baseline period; and (4) a reapplication of the intervention. This design is used to determine whether or not the effect of the intervention can be replicated. (Often abbreviated, ABAB design.)
SATIATION	The reduction in performance or reinforcer effectiveness that occurs after a large amount of that type of reinforcer has been delivered (usually within a short time period) following the emission of the behavior.
SCHEDULE OF REINFORCEMENT	The response requirements that determine when reinforcement will be delivered. See also INTERVAL and RATIO SCHEDULES OF REINFORCEMENT: DIFFERENTIATION REINFORCEMENT OF RATES.
S^D, S^{D-}	See DISCRIMINATIVE STIMULI.
S-delta (S^Δ)	See DISCRIMINATIVE STIMULI.
SELF CONTROL	A self-management procedure in which individuals change some aspect of their own behavior. It generally involves four major components: (1) self-selection of goals; (2) monitoring own behavior; (3) selection of procedures; and (4) implementation of procedures.
SHAPING	A procedure through which new behaviors are developed; the systematic reinforcement of successive approximations toward the behavioral objective. Sometimes PSI or individualized instruction is referred to as shaping.

SINGLE-SUBJECT DESIGNS	See WITHIN-SUBJECT EXPERIMENTAL DESIGNS.
SOCIAL REINFORCER	A reinforcing stimulus mediated by another individual within a social context. Praise (e.g., "That's a good job.") usually functions as a social reinforcer.
STIMULUS	A physical object or event that does or may have an effect upon the behavior of an individual. Stimuli may be internal or external to the individual. Stimuli frequently arranged in behavior analysis programs include reinforcing stimuli, aversive stimuli, and discriminative stimuli.
STIMULUS CONTROL	Stimulus control is said to occur when the antecedent stimulus systematically affects the probability of occurrence of the response. Thus, the response form or frequency is different under one "controlling" stimulus, or set of stimuli, then another. These controlling stimuli are referred to as discriminative stimuli. See also DISCRIMINATIVE STIMULI.
STIMULUS CONTROL, COMPLETE	An object or event is said to have complete stimulus control over a behavior when the emission of the behavior is very highly probable in its presence and very highly improbable in its absence.
STIMULUS GENERALIZATION	See GENERALIZATION, STIMULUS.
SUCCESSIVE APPROXIMATIONS	Behavioral elements or subsets, each of which more and more closely resembles the specified terminal behavior.
TARGET BEHAVIOR	The behavior to be changed.
TASK ANALYSIS	Breaking down a complex skill or behavioral chain into its component behaviors, sub-skills, or sub-tasks. Each component is slated in its order of occurrence and sets the occasion for the occurrence of the next behavior. Task analyses are particularly useful in planning specific stimulus control and chaining procedures.
TIMEOUT (TO)	A procedure in which the means of access to the resources of various forms of reinforcement are removed for a particular time period contingent upon the emission of a response. The opportunity to receive reinforcement is contingently removed for a specified time. Either the behaving individual is contingently removed from the reinforcing environment or the reinforcing environment is contingently removed for some stipulated duration.

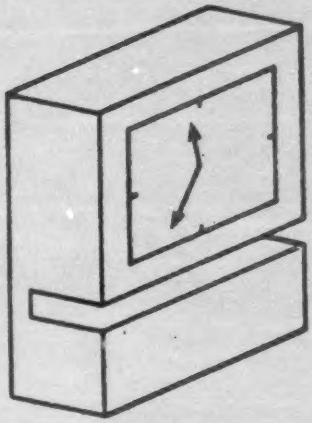
TIME SAMPLING	A direct observational procedure in which the presence or absence of specific behaviors, within short uniform time intervals, are recorded. For example, an observer may observe for 10 seconds and record during the following 5 seconds the occurrence or nonoccurrence of the behavior. This procedure may continue for a specific 30-minute period each day. There are several time sampling variations: (1) whole-interval time sampling, (2) partial-interval time sampling, and (3) momentary time sampling.
TOKEN ECONOMY	A contingency package. Tokens (exchangeable reinforcers) are given as soon as possible following the emission of a target response. The tokens are later exchangeable for a reinforcing object or event.
TOKEN REINFORCER	A symbol or object (check marks, poker chips) that can be exchanged at a later time for a "back-up reinforcer"--an item or activity. For example, money is a token. The extent to which tokens are reinforcing depends on the individual's experience and on the back-up items available. An exchangeable reinforcer.
TOPOGRAPHY OF RESPONSE	The configuration or form of a response. (To determine the correct topography of a behavior, photograph an expert performing the behavior.)
TREATMENT	The behavioral procedures, intervention, or independent variable(s) being applied.
UNCONDITIONED AVERSIVE STIMULUS (SP)	A stimulus object or event, such as a painful electric shock, a bee sting, or a sudden loud noise, that functions aversively in the absence of any prior learning history (i.e., its contingent occurrence is punishing).
UNCONDITIONED REINFORCER (S^R)	A stimulus, such as food, water, or sex, that is usually reinforcing in the absence of any prior learning history.
VARIABLE	Any behavior or condition in the individual's internal or external environment that may assume any one of a set of values. See also INDEPENDENT VARIABLE; DEPENDENT VARIABLE.
VARIABLE-INTERVAL (VI) SCHEDULES	See INTERVAL SCHEDULES OF REINFORCEMENT.
VARIABLE-RATIO (VR) SCHEDULES	See RATIO SCHEDULES OF REINFORCEMENT.

WITHIN-SUBJECT EXPERIMENTAL DESIGNS	Research designs, sometimes referred to as intensive designs, developed to unambiguously evaluate the effects of the independent variable on the behavior of a single organism. See also EXPERIMENTAL DESIGN; REVERSAL DESIGN; MULTIPLE BASELINE DESIGN; CHANGING CRITERION DESIGN.

VOCATIONAL EDUCATION FOR THE SEVERELY HANDICAPPED

SECTION VII

VOCATIONAL ASSESSMENT OF SEVERELY HANDICAPPED INDIVIDUALS



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student progress. For this reason a brief description is given of several vocational assessment instruments (or parts of larger tests with specific sections on vocational skills) which teachers may choose to, or be required to, use until they receive training in alternate forms of assessment.

Part 1 of this section presents relevant portions of some check-list or observational assessments which are presently found in many school districts. It is hoped that personnel employing these assessments will do so with caution and realization of the limitations.

Part 2 is a comparison of four Work Sample Evaluations which are intended for use with mentally retarded persons. These work samples attempt to assess the skills, aptitudes, and abilities required in employment by observing work behaviors on specific vocational tasks. These work samples have not yet demonstrated significant value in predicting future work performance by severely handicapped persons.

VOCATIONAL ASSESSMENT OF THE SEVERELY HANDICAPPED

Traditionally, vocational assessment has been utilized to:

1. Predict an individual's future vocational success
2. Identify an individual's strengths and deficiencies in vocational skills
3. Evaluate the effectiveness of training programs

Alternative forms of vocational assessment have more recently been developed for severely handicapped persons. Article summaries in this Resource Guide by Belmore and Brown, and Falvey, et al. give a detailed summary of these approaches. In general, they are based on four assumptions:

1. Assessment and skill training must be viewed as integral and mutually independent parts of the evaluation process.
2. The focus of assessment should shift from a prediction orientation to an orientation that fosters the development of behaviors and skills necessary for subsequent environments.
3. Such an approach must include (a) an assessment based upon a task analysis of environmental demands, (b) an ecological-behavioral analysis of specific client setting characteristics, (c) systematic teaching based upon currently acceptable behavioral technology, and (d) a data based feedback system for determining the effectiveness of instructional programs
4. The school or agency must include assessment and instruction as integral parts of the program so that results of the unified process can be used for evaluating the program's goals, objectives, and outcomes.
   (Adapted from Chapter 2 in Vocational Rehabilitation of Severely Handicapped Persons: Contemporary Service Strategies. G. Thomas Bellamy, Gail O'Connor, and Orv C. Karan, Eds.)

The field of vocational assessment with severely handicapped persons is in the midst of considerable change and controversy. These individuals have generally been denied the benefits of vocational rehabilitation services due to the weight placed upon traditional vocational assessment in determining whether or not that individual is capable of learning vocational skills. The inappropriateness of this situation has been discussed in recent research (see the articles by Sitlington, 1979 and Karan, 1979 in the summaries of this Resource Guide). This research has definitively shown that time limited assessment which does not incorporate modern behavioral training methods is inadequate to predict a severely handicapped individual's ability to work at productive levels. Research has shown that once skills are acquired, work may be performed at more competitive rates even though acquisition of skills may be slow.

In spite of the inherent weaknesses of traditional vocational assessment procedures, teachers are still faced with the need to use assessment instruments to identify training needs of their students and to evaluate

PART I: CHECKLIST AND OBSERVATIONAL ASSESSMENTS

1. TEST	Behavioral Characteristics Profile (BCP)
2. AUTHOR	Santa Cruz County Office of Education
3. COPYRIGHT DATE	1973
4. PUBLISHER SOURCE	VORT Corporation PO Box 11132 Palo Alto, CA 94306
5. COST	$6.95 each (booklet, charts #59); 3/set $3.95; binder $8.95
6. TYPE OF TEST	Criterion referenced
7. FORMAT	
Suggested Administrator	Teacher, interdisciplinary team, paraprofessional
Method of Assessment	Direct observation
Complexity in Scoring	Clear but detailed
8. ASSESSMENT AREAS AND SUBTESTS	48 strands covering all domains
9. COMMENTS	The BCP is a non-standardized continuum of behaviors in chart form. It is intended to be an observational tool, not a testing instrument. It may be used to derive appropriate objectives based on observation of existing behavior. A developmental approach has been followed.

10. BEHAVIORS EVALUATED

Prevocational Skills:

Determines own skills possessed
Determines job area interests after a number of training settings
Reads newspaper to locate jobs or training
Contacts Dept. of Human Resources to locate jobs or training
Determines job possibilities in the community
Identifies skills needed for jobs in the community
Determines need for additional training based on interest and current skills
Determines tools or equipment needed for each job, if possible
Role plays job interviews--demonstrates variety of roles applicants can play
Discusses the consequences of choosing job/company unwisely
Role plays on-the-job behavior: how to address/interact with boss, co-workers and others
Fills out job applications
Determines how to get to potential job/interviews
Uses elevators or steps to get to higher floors

- Determines job-related information: duties, hours, location, pay and pay period, benefits, etc.
- Acquires necessary tools for obtained job
- Determines method and route for travel
- Describes his location by street signs
- Rides bus to one specific location
- Travels to and from work
- Uses the community public transportation system with no change by bus
- Uses the community public transportation system with change of bus required
- Uses alternative method(s) of transportation if one is unavailable
- Uses public transportation for unfamiliar journeys
- Arrives at work on time and follows daily lunch/break schedule
- Demonstrates value of coins to dollar
- Pays for lunch and transportation, making correct change, if required
- Records number of hours spent on job
- Calculates wages for hours worked
- Calculates wages for hours worked minus approximate deductions
- Accepts criticism and attempts to implement suggestions
- Stops work on project when mistake is identified
- Asks for advice after identifying mistake
- Identifies and corrects mistake on project
- Accepts and follows directions
- Participates in group projects
- Works alone
- Maintains tools in proper condition with supervision
- Maintains tools without supervision
- Uses approximate amount of material required for project--some waste
- Uses only amount of material required for project--little waste
- Evaluates own performance based on company or supervisor standards
- Works slowly--has to be reminded of speed required or schedule to be met
- Works steadily at reasonable speed to get job done
- Identifies banking deposit slips, withdrawal slips and checks
- Makes bank deposit/withdrawals and writes checks
- Determines necessities for living and approximates costs of rent, food, etc.
- Works out a simple budget and budgets paycheck
- Follows budget
- Discusses and role plays appropriate behaviors relative to different social and work situations

Task Completion

- Starts task only with much reminding from teacher--continual reinforcement
- Starts task before end of class period with little reminding--minimal reinforcement
- Starts task before end of class period with no reminding--no attention reinforcement
- Starts task (e.g., cleanup) at assigned time with some prompting
- Starts task at assigned time with no prompting
- Completes 0-10% of task with only continual attention/reinforcement
- Completes 0-10% of task with little attention/reinforcement

Completes 10-25% of task only with continual reinforcement/attention
Completes 10-25% of task with some attention/reinforcement
Completes 10-25% of task with little attention/reinforcement
Completes 25-50% of task only with continual reinforcement/attention
Completes 25-50% of task with some attention/reinforcement
Completes 25-50% of task with little attention/reinforcement
Completes 50-75% of task only with continual attention/reinforcement
Completes 50-75% of task with some attention/reinforcement
Completes 50-75% of task with little attention/reinforcement
Completes 75-100% of task only with continual attention/reinforcement
Completes 75-100% of task with some attention/reinforcement
Completes 75-100% of task with little attention/reinforcement
Continues to work or seeks help with task when faced with problems/potential failures
Completes 100% of task
Determines realistically when task is complete
Completes tasks in assigned order 0-25% of the time
Completes tasks in assigned order 25-50% of time
Completes tasks in assigned order 50-75% of time
Completes tasks in assigned order 75-100% of time
Reviews or checks own work before handing it in as complete
Completes 100% of task and proofreads or checks work to ensure completion
Completes 100% of task, proofreads and corrects
Checks work against model or standard
Completes 100% of task with corrections and begins new task when reminded
Completes 100% of task and begins new task independently
Independently evaluates quality of work product consistent with teacher's evaluation

1. TEST NAME	Camelot Behavioral Checklist
2. AUTHOR	Ray W. Foster
3. COPYRIGHT DATE	1974
4. PUBLISHER SOURCE	Camelot Behavioral Systems PO Box 3447 Lawrence, Kansas 66044
5. COST	$3.00 per manual; $.25 per checklist plus shipping
6. TYPE OF TEST	Standardized
7. FORMAT	
Suggested Administrator	Teacher, paraprofessional
Method of Assessment	Direct observation
Complexity in Scoring	Easily scored and profiled
8. ASSESSMENT AREAS AND SUBTESTS	10 domains: Self-help, Physical Development, Home Duties, Vocational Behavior, Economic Behavior, Independent Travel, Numerical Skills, Communication Skills, Social Behavior, Responsibility
9. COMMENTS	Directions are clear and format is easy to follow. Provides direct reference to training materials. Each item is scored on a dichotomous "can do"/"needs training."

10. BEHAVIORS EVALUATED

Vocational Behavior

- Work Related Skills
  Knows who is his boss
  Can use rest room
  Works alone or with others
  Will ask boss for help with problem
  Understands and follows instructions
  Gets to work on time
  Stays at work for required period
  Will continue work without supervision
  Responds well to criticism
  Can use lunch facilities
  Responds appropriately to boss
  Starts work without prompting
  Responds appropriately to fellow workers
  Is as productive as non-handicapped
  Operates time clock
  Handles tools safely
  Can respond to job interview
  Will request more work when appropriate
  Takes good care of tools

- Responds appropriately to customers
- Can complete job application
- Files income tax

- Job skills
  - Can do sorting jobs
  - Can do folding jobs
  - Can do stacking jobs
  - Can do janitorial work
  - Can do yard work
  - Can do packing jobs
  - Can do stapling jobs
  - Can do typing jobs
  - Can assemble by screwing parts
  - Can do inserting and sealing jobs
  - Can use hammer and nails
  - Can paint with brush or roller
  - Can use saw
  - Can operate machinery
  - Can use commercial dishwasher

1. TEST NAME	Client Development Evaluation Report (CDER)
2. AUTHOR	State of California, Department of Developmental Services (DDS)
3. COPYRIGHT DATE	1978
4. PUBLISHER SOURCE	State of California, Department of Developmental Services
5. COST	Not applicable
6. TYPE OF TEST	Criterion referenced
7. FORMAT	
Suggested Administrator	Trained personnel
Method of Assessment	Observation/interview/demonstration tasks
Complexity in Scoring	Easily scored
8. ASSESSMENT AREAS AND SUBTESTS	Vocational domain covers 13 questions; Evaluation element covers motor, independent living, social, emotional, cognitive,
9. COMMENTS	This report is mandated by law for use by Regional Centers. Of the three components (a tracking element, an evaluation element, and a service element) only the evaluation element is relevant towards assessment of client behaviors. The vocational domain covers 13 items relating to work behavior, work output, and job-seeking skills. The teacher needs to be familiar with this instrument because it is used by Regional Center case managers and DDS staff.

10. BEHAVIORS EVALUATED

Vocational Domain
- Working with others in a work setting
- Initiative in a work setting
- Concentration in a work setting
- Remembering demonstrations in a work setting
- Remembering instructions in a work setting
- Organization in a work setting
- Compliance with safety rules and regulations in a work setting
- Use of tools in a work setting
- Work quality in a work setting
- Work quantity in a work setting
- Job seeking
- Filling out job applications
- Interviewing for a job

1. TEST NAME	The Prevocational Assessment and Curriculum Guide (PACG)
2. AUTHOR	Dennis E. Mithaug, Deanna K. Mar, Jeffrey E. Stuart
3. COPYRIGHT DATE	1978
4. PUBLISHER SOURCE	Exceptional Education PO Box 15308 Seattle, Washington 98115
5. COST	$8.00 (10 forms and 1 manual); additional forms $3.50 per packet of 10
6. TYPE OF TEST	Criterion referenced
7. FORMAT	
Suggested Administrator	Any professional or paraprofessional familiar with the student's routine under the conditions specified
Method of Assessment	Direct observation
Complexity in Scoring	Scoring is clear and uncomplicated
8. ASSESSMENT AREAS AND SUBTESTS	Worker behaviors, interaction skills, and self-help skills considered important for entry into sheltered employment
9. COMMENTS	The PACG Inventory and Curriculum Guide was devised for developing training programs for persons who are preparing for sheltered employment. The design is straightforward and uncomplicated. Directions are brief and adequate. Once necessary background observations are completed, the assessment can be completed in 15 to 20 minutes. After completing the assessment Inventory, the teacher selects the prevocational goals in the accompanying Curriculum Guide which correspond to skill or behavior deficits indicated by the Inventory items. A Summary Profile Sheet geographically displays progress toward the workshop expectations of assessed areas. Reliability for administering the test was determined to be high. Detailed discussion of the development of this instrument can be found in the articles by Dennis Mithaug summarized in this Resource Guide.

10. BEHAVIORS EVALUATED

Worker behaviors assessed include:
- Attendance/Endurance (3 items)
- Independence (7 items)
- Production (8 items)
- Learning (6 items)
- Behavior (8 items)

Interaction skills include:
- Communication skills (5 items)
- Social skills (5 items)

Self-help skills include:
- Grooming/Eating skills (5 items)
- Toileting skills (2 items)

1. TEST NAME	San Francisco Vocational Competency Scale
2. AUTHOR	Samuel Levine and Freeman F. Elzey
3. COPYRIGHT DATE	1968
4. PUBLISHER SOURCE	The Psychological Corporation 304 East 45th Street New York, NY 10017
5. COST	Scales, with manual: package of 25 $2.60 package of 100 $9.20 specimen set $.50
6. TYPE OF TEST	Norm referenced test
7. FORMAT	
Suggested Administrator	Workshop supervisor
Method of Assessment	Observation or interview
Complexity in Scoring	Scoring is simple
8. ASSESSMENT AREAS AND SUBTESTS	Motor skills, cognition, responsibility, and social-emotional behavior
9. COMMENTS	No additional materials are required for test administration. Directions and format are clear, though subject to individual interpretation. Reliability is stated to be high. The purpose of this scale is to measure the vocational competency of individuals whose primary disability is mental retardation. The authors suggest that it should not be used with persons under 18 years of age and that it is not applicable to individuals with severe hearing, visual, or motor losses. The scale is intended to measure actual performance and not presumptive ability (in recent years newer scales have been developed which may provide a more relevant evaluation of vocational competence and potential, versus general elements of the work situation).

10. BEHAVIORS EVALUATED

Initiating task
Remembering instructions
Following verbal instructions
Reading ability
Measuring
Requesting materials
Specifying what is unclear
Knowledge of job
Performing previously learned tasks
Reorientation to task

Transferring skills
Time in learning the task
Time in completing the task
Work improvement with experience
Operating equipment with moving parts
Operating manually powered machines
Following safety instructions
Correcting errors
Adequacy of performance
Seeking help
Response to changes in routine
Explaining tasks
Offering assistance
Reporting problems
Reaction to frustration
Response to movement or noise
Accepting suggestions
Reaction to absence of supervision
Returning from breaks
Cleaning up work area

PART II: WORK SAMPLE EVALUATIONS

The following information has been taken from A Comparison of Commercial Vocational Evaluation Systems by Karl F. Botterbusch, Ph.D. (see Bibliography for details).

A detailed explanation of categories used in the chart precedes the actual chart comparing the Work Sample Evaluations.

Vocational Evaluation System Outline

1. Development

    a. Sponsor: The organization that originally funded or financed the development of the vocational evaluation system

    b. Target Group: What specific populations, such as disadvantaged, mentally retarded, or physically handicapped, was the system designed to serve?

    c. Basis of the System: What theoretical or organizational principle, such as the Dictionary of Occupational Titles, was used as a basis for development?

2. Organization

    a. Name and Number of Work Samples: How many work samples does the system contain?

    b. Grouping of Work Samples: What is the arrangement of the individual work samples within the system? Are several work samples grouped in a hierarchy or is each work sample independent?

    c. Manual: What are the organization and contents of the manual(s)? Does it provide all the details that the evaluator needs to know in order to use the system?

3. Physical Aspects

    a. Packaging of the Work Samples: How are work samples packaged for sale? Does each work sample "stand alone" or must tools and equipment be shared with other work samples?

    b. Durability: How durable are the tools and equipment in the system? If the system uses audiovisual components, how prone to breakdown are they?

    c. Expendable Supplies: How much and what type of expendable supplies (e.g., wood, paper, wire) are needed per client?

    d. Replacement: To what degree can supplies and materials (e.g., tools, nuts and bolts, colored chips) be obtained locally or must they be ordered from the developer?

4. Work Evaluation Process

   a. Preliminary Screening: What information is needed or what decisions must be made before a client can be administered the system?

   b. Sequence of Work Sample Administration: In what order are the work samples administered?

   c. Client Involvement: To what extent is the client informed of his/her progress during the course of administration? What type, if any, of formal feedback is given to the client after the entire battery has been administered? What type of contact does the client have with the evaluator?

   d. Evaluation Setting: Does the general environment attempt to simulate industry, produce a classroom atmosphere, or resemble a formal testing situation?

   e. Time to Complete the Entire System: How long does it take the average client to complete all the work samples in the system?

5. Administration

   a. Procedures: Are the purposes of each work sample, materials needed, layout, and general instructions clearly given so that there is little chance of misinterpretation?

   b. Method of Instruction Giving: How does the client receive his/her instructions for the work samples in the system; for example: oral demonstration, written instructions, or audiovisual?

   c. Separation of Learning/Performance: Does the work sample have separate practice (learning) and performance periods? Are there definite criteria (e.g., three correct assemblies; the lines drawn within ± 1/16 inch) that must be met before the client can progress from a practice period to a performance period.

   d. Providing Assistance to the Client: What procedures are there for giving extra or additional instructions, demonstrations or feedback after the initial instructions?

   e. Repeating Work Samples: What provisions are made for the re-administration of some work samples and what is the purpose of re-administration?

6. Scoring and Norms

   a. Timing: What are the procedures for timing the client?

   b. Timing Interval: When does the evaluator start timing the client and when does he stop? Are there specific cut-offs or does the client continue until the work sample is completed?

   c. Time Norms: What is the procedure for reporting the time score for each work sample?

d. Error Scoring: What procedures, such as a random check of some parts, general rating of overall quality, or a comparison to standards, are used for determining errors?

e. Scoring Aids: What use is made of overlays, templates, models, etc., to make scoring more accurate and easier for the evaluator?

f. Quality Norms: What procedures are used for reporting the number of errors, quality ratings, etc., for each work sample? What, if any, type of a rating system is used?

g. Emphasis in Scoring: Does the system emphasize time or errors in the scoring process or are both given equal weight?

7. Observation of Clients

a. Work Performance: Are work performance factors (e.g., fine finger dexterity, color perception) listed for the system and are specific work performance factors given for each work sample?

b. Work Behaviors: Are work behaviors (e.g., ability to follow instructions, communication with supervisors) defined for the system and are specific work behaviors to be observed for each work sample?

c. Recording System: What procedures does the system have for the recording, describing, and rating of observed work performance and work behaviors?

d. Frequency of Observations: How often and to what extent is the evaluator to observe and record client behavior?

8. Reporting

a. Forms: What forms for recording time and quality, work performance, work behavior, etc., are used for each work sample in the system?

b. Final Report Format: What information is included in the final report and what type of format (e.g., rating scales, free narration) is used to present the information? Is a final report format and/or example given in the work sample manual?

9. Utility

a. Vocational Exploration: Does the system provide experiences that the client can readily relate to real jobs?

b. Vocational Recommendations: Are training and job recommendations specific or general? How are they related to the DOT or other job classification systems? Can extended evaluation work adjustment, etc. be recommended as a result of this system?

c. Counselor Utilization: Can the system provide the counselor or referring agency with useful information and to what extent is the counselor involved in the process?

10. Training in the System

a. Training Required: Is formal training required before the system is sold?

b. Training Available: Is formal training available? Where is it available?

c. Duration: How much time is required for training?

d. Follow-up: Is technical assistance available after purchase and training?

11. Technical Considerations

a. Norm Base: On what types of populations (e.g., client, employed workers, general populations) was the system normed, and are these norm groups clearly defined? Are norm groups of adequate size for practical use? Are predetermined time standards, such as Methods-Time-Measurement, used?

b. Reliability: What empirical evidence is there to demonstrate that the system and its component work samples gives reliable or consistent results? Are the research methods, sample sizes, etc., described in enough detail to permit the user to judge the meaningfulness of any data?

12. Reviewer's Summary and Comments

This contains what the reviewer considers to be the major advantages and disadvantages of the system. Also included are any unique points about each system and some ideas for its use.

13. Address

The address of the manufacturer is given for those wishing to obtain additional information.

14. Cost

The present cost of the system and what materials and services are included in the price.

15. References

All generally available references are given; those not available from the MDC Loan Service are indicated by an asterisk (*).

OUTLINE	MCCARRON-DIAL	VALPAR #17	VIEWS	WREST
1. Development				
a. Sponsor	McCarron & Dial	Valpar Corporation	Philadelphia JEVS	Jastak Associates
b. Target Group	mentally retarded, mentally ill, learning disabilities	mentally retarded	mentally retarded	severely disabled, mentally and physically
c. Basis of System	5 neuropsychological factors	not specified	DOT	not specified
2. Organization				
a. Number of Work Samples	17	11 assessment techniques using different formulas	16	10
b. Grouping of Work Samples	grouped into 5 factors	5 areas	4 areas of work	each work sample is independent
c. Manual	4 manuals; very detailed	general manual; separate manual for each area detailed	very detailed	well organized manual; contains all details
3. Physical Aspects				
a. Packaging of Work Samples	5 separate briefcase-like kits	each of the 5 areas packaged separately	most individually in portable plastic cabinets	system packaged in wood cabinet
b. Durability	not available	very durable	very durable	durable
c. Expendable Supplies	no consumable materials used	no consumable materials used	paper, string, fiberboard	mostly paper products
d. Replacement	must be ordered from manufacturer	forms ordered from developer or locally reproduced	supplies locally; parts from developer	from developer

OUTLINE	MCCARRON-DIAL	VALPAR #17	VIEWS	WREST
4. Work Evaluation Process				
a. Preliminary Screening	client interview	not specified	not required	not required
b. Sequence of Administration	in order by factors	any order	progressive from least to most complex	discretion of evaluator
c. Client Involvement	encouraged	considerable	extensive client involvement	clients told purpose and use of results
d. Evaluation Setting	formal testing and workshop	not specified	realistic work setting stressed	not specified
e. Time to Complete Entire System	2 weeks recommended	5-1/2 hours	20-35 hours	1-1/2 hours
5. Administration				
a. Procedures	specified in detail	specified in detail	specified in detail	specified in detail; can be group administered
b. Method of Instruction Giving	oral and demonstration	oral, oral and demonstration or oral and demonstration with a sample audiovisual	oral and modeling, flexibility to use a variety of techniques stressed	oral and demonstration
c. Separation of Learning/ Performance	not applicable	minimal	almost total; well established criteria	considerable
d. Providing Assistance to Clients	little assistance provided	not specified	little assistance after timing begins	none given after timing starts
e. Repeating Work Samples	if necessary	strongly recommended	repeated if considered necessary	encouraged for upgrading

OUTLINE	MCCARRON-DIAL	VALPAR #17	VIEWS	WREST
6. Scoring and Norms				
a. Timing	evaluator times client	only one time score used on entire system	evaluator times client	evaluator times client
b. Timing Interval	specified time limits	preset for the one task	after task is learned to completion	from end of instructions for a specified period of time
c. Time Norms	some separate time norms	used only for one task	rated on 3 point point scale; also MODAPTS	time to completion; compared to scaled scores
d. Error Scaling	compared to standards	except for one area number of correct responses	compared to standards	compared to standards
e. Scoring Aids	not used	not used	some use	not used
f. Quality Norms	combined with time norms for overall score	based on total points	rated on 3 point scale	all errors totaled for a single quality score
g. Emphasis in Scoring	quality	number of correct responses	time and errors given equal weight	time
7. Observation of Clients				
a. Work Performance	factors identified	no factors listed	10 factors defined	no factors defined
b. Work Behaviors	clearly defined	some specific areas defined	clearly defined	10 defined in general terms
c. Recording System	2 separate instruments used	3 point rating scale	specified behaviors reported	scale from 1 to 18

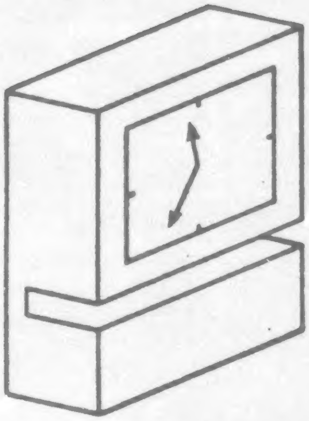
OUTLINE	MCCARRON-DIAL	VALPAR #17	VIEWS	WREST
d. Frequency of Observation	2 hours for 5 days	not specified	extensive	not specified
8. Reporting				
a. Forms	standardized forms for all areas	standardized forms for recording and scoring	standardized forms for all phases	standardized form for recording performance
b. Final Report Format	profile of results and recommendations	not used; depends upon facility	standard format containing behavior data and recommended Worker Trait Groups	numerous examples given in manual
9. Utility				
a. Vocational Exploration	little use to client	some direct client use	little use to client	limited use
b. Vocational Recommendations	1 of 5 program areas are recommended	largely dependent upon user	related to DOT	not specified
c. Counselor Utilization	disability determination	results of each specific task designed for counselor usage	oriented toward counselor	not specified
10. Training in the System				
a. Training Required	yes	no	yes	none
b. Training Available	yes	yes	yes	none
c. Duration	3 days	1 day or more	1 week	not applicable
d. Follow-up	not required	as requested by user	yes	not applicable

OUTLINE	MCCARRON-DIAL	VALPAR #17	VIEWS	WREST
11. Technical Considerations				
a. Norm Base	several groups of disabled clients	"research norms"	452 mentally retarded MODAPTS	3 major groups; characteristics well defined
b. Reliability	high .80's; low .90's	no data available	no data available	test-retest coefficients in .80's and .90's
c. Validity	considerable data in manuals; separate studies in literature	no data available	no data available	correlations between scores and supervisor's ratings .86 and .92
12. Address	McCarron-Dial Systems PO Box 45628 Dallas, TX 75245	Valpar Corporation 3801 E. 34th St. Suite 105 Tucson, AZ 85713	Vocational Research Jewish Employment and Vocational Service 1700 Sansome St. 9th Floor Philadelphia, PA 19103	Jastak Associates, Inc. 1526 Gilpin Avenue Wilmington, DE 19806

VOCATIONAL EDUCATION FOR THE SEVERELY HANDICAPPED

SECTION VIII

FUNDING VOCATIONAL EDUCATION PROGRAMS FOR THE SEVERELY HANDICAPPED



P.A.C.E.

FUNDING

VOCATIONAL EDUCATION PROGRAMS
FOR THE
SEVERELY HANDICAPPED

This section covers the following areas regarding funding of vocational education programs for individuals with severe handicapping conditions.

Part 1 How to Locate Funding Sources

Part 2 Federal Grants

- a) Available to individuals, teachers, counselors, etc.
- b) Available to Districts

Part 3 Foundation Grants to Education

Part 4 How to Write Proposals

When attempting to locate resources to implement a career educational/ vocational education project, it is always advisable to:

- . Ascertain if your school district has a designated grant application person on the staff and, if so, seek his/her assistance and cooperation
- . If not, ask your principal or superintendent for his/her assistance in obtaining funds

Maintaining a good public relationship with your district is crucial in developing new programs.

Be aware that sources of funding and regulations regarding funding are constantly changing and being revised. Parts of this section, therefore, may not apply directly to your needs.

PART I: HOW TO LOCATE FUNDING SOURCES

Foundations and Corporations:
Resources/Tools

- The Foundation Center: the official clearinghouse for all information on foundations; located in New York and Washington, D.C.
    - "Regional Collections": these are collections of foundation information housed in a public library, academic (university) library, or foundation library which has agreed to cooperate with the foundation Center. Several useful books and materials are located at "Regional Collections"(see below).
    - "Field Offices": Foundation Center - staffed field offices are located in San Francisco and Cleveland (S.F. phone/address: 312 Sutter Street, San Francisco, (415) 397-0902); extensive collection of reference books and periodicals related to philanthropy. An orientation session is available weekly.
- Books and Materials (most located at "Regional Collections")
    - *The Foundation Directory*: proclaimed as the best basic foundation research book you can buy; contains 90% of all foundation assets; listed alphabetically by state and city, by area of interest; size of grants awarded; gives grant application procedures. Available from: The Foundation Center, 888 Seventh Avenue, New York, NY 10019; $40, plus $1.50 postage.
    - *The Foundations Grants Index*: lists grants awarded by subject heading, i.e., educational research, and what foundation funds such interests. Computer searches available.
    - *Foundations Grants to Individuals*: few foundations award grants to private individuals. This directory lists foundations which *do* support individuals and in what area of interest.
    - *Foundation Annual Reports on Film*: from 1970-77, covering approximately 400 foundations.
    - *Aperture Cards* for all organizations registered as private foundations in the state where collection is housed.
    - *The National Data Book*: lists all foundations in the country, even the smaller foundations; provides little information on each foundation, but lists them by zip codes; allow grant searches to identify foundations in your area.

- The Foundation Center Source Book Profiles: lists larger foundations (awarding grants of $200,000 or more). Provides specific information--name, address, phone, contact person, officers and directors of foundations, purpose, sample grants, etc.

- 990 IRS: reports submitted annually by foundations or required by the IRS; excellent source of information; includes names of trustees, list of grant recipients and amount of assets and grants. located at Foundation Center National and Regional Collections, national and district offices of the IRS.

There are several different kinds of foundations: General Purpose Foundations, Special Interest Foundations; Family Foundations, Corporate or Company Foundations; Community Foundations. Below find COMMONALITIES IN APPROACHING FOUNDATIONS:

- Read annual reports (if available) before any contact.

- Always approach the foundation staff rather than a board member or trustee (some foundations are not staffed however). Do not alienate staff.

- Write a simple letter of inquiry (maximum 2 pages) in which you identify yourself and establish credibility, mention your concern and sense of intended outcome, time frame, and amount of money requested (give little information on method). Determine ahead (through research) how much the particular foundation traditionally gives. Letter should be signed by your Board of Directors president and/or executive director.

- If you get a response following letter of inquiry, write a proposal using their guidelines, if available. (Contain information as outlined previously.) Attach cover letter, and letter of board support.

- Most likely you will be asked to come in for an interview. Research the foundation thoroughly ahead of time.

- If your proposal is refused, do ask why. You may get the decision turned around, i.e., applying in another funding cycle, etc.

Government Funding

General consensus: seeking government funding usually more time consuming and frustrating than working with foundations. However, federal government gives away huge amounts of dollars annually--go after it! In recent years, federal money has been going directly to state and local governments, without being designated. Start at local level--city or county--and work up to federal level; frequently termed General Revenue Sharing Programs.

Resources in locating government funds:

- U.S. Government Manual: great starting point; contains organizational chart for each government agency with defined functions. (Call particular agency and inquire re: available $.)
- Catalog of Federal Domestic Assistance: produced by Office of Management and Budget and therefore up to date information on government funds (produced annually). Lists the following types of assistance:
    - Formula Grants: direct allocations of money to states according to various distribution formulas based on need.
    - Project Grants: funding for specific projects or the delivery of services or products. These include research, planning, demonstration, training, construction, evaluation and direct service grants, as well as fellowships, scholarships, traineeships and unsolicited contracts.
    - Non-Grant Financial Aid: direct payments (including conditional subsidies, retirement and pension plans).
    - Loans and Insurance: direct and guaranteed loans, insurance to cover losses sustained under specific conditions.
    - Sale, Exchange, Donation: transfer and use of federal property and goods, including land, buildings, food and drugs.
    - Special Services: technical assistance and information, consultation, advice, training (conducted directly by a federal agency) and complaint investigation.
    - Research Contracts: for personal or professional services and other services of a university, college, hospital, public agency or nonprofit research institution; to create or improve products and processes for public use.
- Catalog of Federal Assistance for Programs Serving the Handicapped
- A95-Clearing House: local clearing houses which review any proposed projects before they are submitted to federal government; has no veto power, but rather for assistance to avoid errors or duplication. (Local clearing house in Bay Area is ABAG, Association of Bay Area Governments, in San Francisco.)
- Congressional Contacts: get to know your local congressional staff. They can do a lot of the leg work for you in locating possible funding sources, documenting the problems, etc.

Foundation Center Collections

National Libraries

- The Foundation Center
  888 Seventh Avenue
  New York, NY 10019

- The Foundation Center
  1001 Connecticut Avenue, N.W.
  Washington, DC 20036

Field Offices

- The Foundation Center-San Francisco
  312 Sutter Street
  San Francisco, CA 94108

- The Foundation Center-Cleveland
  Kent H. Smith Library
  739 National City Bank Building
  629 Euclid Street
  Cleveland, OH 44114

National Cooperating Collection

- Donors Forum of Chicago
  208 South La Salle Street
  Chicago, IL 60604

California

- University Research Library
  Reference Department
  University of California
  Los Angeles, CA 90024

- San Diego Public Library
  820 E Street
  San Diego, CA 92101

Two extremely valuable references are:

- Handicapped Funding Directory, 1980-81 Edition, by Burton J. Eckstein

  Available from: Research Grant Guides
  PO Box 357
  Oceanside, NY 11572

- Vocational and Occupational Information Center for Educators in California (VOICE), 721 Capitol Mall, 4th Floor, Sacramento, CA 95814 (916) 445-0401.

  Computerized informational program for industrial education support services. This system can give various information on existing programs, grants, etc.

PART II: FEDERAL GRANTS (Available to individual teachers, counselors, etc.)

GRANT	PURPOSE	AMOUNT	ADDRESS	DEADLINE
ESEA TITLE IV-C	Competitive Title IV-C funding provides the opportunity for local educational agencies (LEA's) to develop and field test new models, techniques, strategies and solutions to current educational problems. It is the purpose of Title IV-C projects to develop, adopt, and/or demonstrate innovative and exemplary programs for other LEA's throughout California. The goal is to improve instructional programs through planned change. Project Categories: ·Developmental/Innovative Category ·General ·ESEA Title IV-C priorities ·Handicapped ·Field Test Category ·Adoption Category ·Exemplary Category			
New Title IV-C Applications	These will be limited to a 2-year project period. Successful applicants will have two years to plan, develop, and install an improved instructional program. Selection for a third year will be for the purpose of rigorous field testing of the instructional program.	Maximum about $100,000	Educational Innovation and Support Services 721 Capitol Mall 1500 5th Street Sacramento, CA 95814 (916) 322-5100	January

PART 2 (cont'd): FEDERAL GRANTS (Available to districts)

GRANT	PURPOSE	CONTACT
Vocational Education Subpart 3 94-482	Entitlement 10% of vocational funds for handicapped must be matched by district funds not (PL 94-142) or any other federal funds. These funds are handled through the Coordinator of Vocational Instruction in each district. Subpart II: Instructional purposes that occur in a classroom Subpart III: Basic Categories ·Inservice ·Guidance counseling With implementation of SB 1870, funding sources may be changed to go directly to Consortium districts.	Chris Almeida (916) 445-6726
PL 94-142	Guidance-related services are required in career education under PL 94-142 and the California Master Plan for Special Education. Discretionary funds: Basically used for vocational education, $100 per student monies used for prevocational/vocational assessment in both middle schools and secondary schools.	Lou Barber (916) 323-4768
AB 3075	Ryder Bill to SB 1870: Concentrates 80% on career education. This bill makes vocational education in regular funding proposal a DIS service.	
PL 95-30	Provides an income tax credit for employers hiring the handicapped. Further information can be obtained by contacting the nearest Internal Revenue Service and asking for Publication #902.	
Amendments of 1976 Title II-Vocational Education intent to apply for New Program Funds	To assist LEAs to implement new vocational education programs designed to meet new and emerging manpower needs and job opportunities, the Department of Education will make available federal funds. To provide occupational preparation for 11th and 12th grade students.	

GRANT	PURPOSE	AMOUNT	ADDRESS	DEADLINE
Adoption Project ESEA, Title IV-C	Funding under this category is provided to assist the applicant with "start-up" costs in the adoption or adaption of specified IV-C programs. Adoption projects are typically developed by principals and school staff members. The California State Facilitator Project Resource Centers provide the following services: ·Project description/abstracts ·Microfiche copies of materials ·Search requests ·Workshop presentations (traveling seminars) ·Material displays ·Videotapes of selected programs ·Technical support ·Proposal clearinghouse	Maximum $10,000 for 1 year	Resource Centers Assistance on Adoption Project Applications: South Southern California Center for Educational Improvement Office of the Los Angeles County Superintendent of Schools 9300 Imperial Highway Downey, CA 90242 (213) 922-6170 Central Central California Center for Educational Improvement Office of the Santa Clara County Superintendent of Schools 100 Skyport Drive San Jose, CA 95110 (408) 299-2681 North Northern California Center for Educational Improvement Office of the Butte County Superintendent of Schools 5-A County Center Oroville, CA 95965 (916) 534-4267	January

GRANT	PURPOSE	AMOUNT	ADDRESS	DEADLINE
Career Education Incentive Act Public Law 95-207	Local Funds: Categories of special interest for the handicapped: ·Special Populations Category ·Demonstration class $2,000 ·Incorporate career education into special education $10,000 ·Community based programs $10,000 There are also other innovative ways to apply for these grants, including under the category of parental inservice.	$2,000- $5,000	Paul Peters Personal & Career Development Services California State Department of Education 721 Capitol Mall Third Floor Sacramento, CA 95814 (916) 323-0566	October

PART III: FOUNDATION GRANTS

ORGANIZATION	PURPOSE	AMOUNT	ADDRESS	DEADLINE
Bank America Foundation	Encourage local initiative for the purpose of improving public education by supporting programs that directly benefit students and build support for public education.	1 time grant maximum $25,000	Bank America Foundation PO Box 37000 Dept. 3246 San Francisco, CA 94137	September
Ahmanson Foundation	Primarily local giving, with emphasis on education, grants to aid handicapped and youth agencies.	Low $50 High $1,800	Ahmanson Foundation 3731 Wilshire Blvd. Los Angeles, CA 90010 (213) 383-1381	September
California Community Foundation	Support for youth agencies, child welfare, elementary and secondary education, care of the disabled. These are not for building or operating budgets.	Low $31 High $141,074	California Community Foundation PO Box 54303-Terminal Annex 333 South Hope Street Los Angeles, CA 90054 (213) 613-7302	July
Wade Endowment Fund	Primarily for youth agencies and aid for handicapped education	Low $250 High $10,000	Wade Endowment Fund PO Box 13B 200 East Carrillo Street Santa Barbara, CA 93102	December
Herbst Foundation	Primarily for recreation center for handicapped; support has also been given to higher education	Low $500 High $361,000	Herbst Foundation 111 Sutter Street San Francisco, CA 94104	
Disneyland Community Service Awards Program	Provide an incentive for organizations in Orange County to undertake and carry out projects and programs of community services which fulfill a need in their community.	$1,000- $5,000	Program Administrator Disneyland Community Service Awards 1313 Harbor Blvd. Anaheim, CA 92803	January

ADDITIONAL LOCAL ORGANIZATIONS WHICH OFFER GRANTS TO EDUCATION

(See phone book for address and phone numbers)

1. Chambers of Commerce
2. Junior Achievement
3. Junior League
4. Kiwanis
5. Lions Clubs
6. Rotary, International

Additional Foundations with Interest in Developmental Disabilities

Bothin Helping Fund
215 Market Street, Suite 1313
San Francisco, CA 94105

S. H. Cowell Foundation
68 Post Street, Room 518
San Francisco, CA 94104

Crown Zellerbach Foundation
One Bush Street
San Francisco, CA 94116

Wallace Alexander Gerbode Foundation
149 Ninth Street
San Francisco, CA 94103

W. R. Hewlett Foundation
1801 Page Mill Road
Palo Alto, CA 94304

James Irvine Foundation
One Market Plaza
Stewart Street Tower, Suite 2305
San Francisco, CA 94105

William G. Irwin Charity Foundation
1925 Russ Building
San Francisco, CA 94104

Levi-Strauss Foundation
2 Embarcadero Center
San Francisco, CA 94106

Morris Stulsaft Foundation
1 Bush Street, #500
San Francisco, CA 94109

Annunziata Sanguinetti Foundation
c/o Bank of America
555 California Street
San Francisco, CA 94120

The following foundations also have interest in developmental disabilities:

Fairfield Foundation
Gross Foundation
Halper Foundation
Hoffman Foundation
Jerome Foundation
Keck Foundation
Knudsen Foundation
Packard Foundation
Peppers Foundation
Schmidt Foundation
Stern Foundation
Stuart Foundation
Wade Foundation
GAG Charitable Corporation
Tuohy Foundation
Braun Foundation
Drum Foundation
GEMCO Foundation
Kerr Foundation
Stewart Foundation

PART IV: HOW TO WRITE A GRANT PROPOSAL

Elements Common to Each Element of a Proposal

Summary

Clearly and concisely summarizes the request

- Appears at the beginning of the proposal
- Identifies the grant application
- Includes at least one sentence on credibility
- Includes at least one sentence on problem
- Includes at least one sentence on objectives
- Includes at least one sentence on methods
- Includes total cost, funds already obtained and amount requested in this proposal
- Is brief
- Is clear
- Is interesting

Introduction

Describes the applicant agency and its qualifications for funding (credibility)

- Relates to purpose and goals of applicant agency
- Is of reasonable dimensions--not trying to solve all the problems of the world
- Is supported by statistical evidence
- Is supported by statements from authorities
- Is stated in terms of clients' needs and problems--not the applicant's
- Is developed with input from clients and beneficiaries
- Is not the "lack of a program," unless the program always works
- Makes no unsupported assumptions
- Is free of jargon
- Is interesting to read
- Is as brief as possible
- Makes a compelling case

Program Objectives

Describes the outcomes of the grant in measurable terms

- At least one objective for each problem or need committed to in problem statement
- Objectives are outcomes
- Objectives are not methods
- Describes the population that will benefit
- States the time by which objectives will be accomplished
- Objectives are measurable, if at all possible

Methods

Describes the activities to be conducted to achieve the desired objectives

- Flows naturally from problems and objectives
- Clearly describes program activities
- States reasons for the selection of activities
- Describes sequence of activities
- Describes staffing of program
- Describes clients and client selection
- Presents a reasonable scope of activities that can be conducted within the time and resources of the program

Evaluation

Presents a plan for determining the degree to which objectives are met and methods are followed

- Presents a plan for evaluating accomplishment of objectives
- Presents a plan for evaluating and modifying methods over the course of the program
- Tells who will be doing the evaluation and how they were chosen
- Clearly states criteria of success
- Describes how data will be gathered
- Explains any test instruments or questionnaires to be used
- Describes the process of data analysis
- Describes any evaluation reports to be produced

Future Funding

Describes a plan for continuation beyond the grant and/or the availability of other resources necessary to implement the grant

- Presents a specific plan to obtain future funding if program is to be continued
- Describes how maintenance and future program costs will be obtained (if a construction grant)
- Describes how other funds will be obtained, if necessary to implement the grant
- Has minimal reliance on future grant support
- Is accompanied by letters of commitment, if necessary

Budget

Clearly delineates costs to be met by the funding source and those provided by other parties

- Tells the same story as the proposal narrative
- Is detailed in all aspects
- Projects costs that will be incurred at the time of the program, if different from the time of proposal writing
- Contains no unexplained amounts for miscellaneous or contingency
- Includes all items paid for by other sources
- Includes all volunteers
- Details fringe benefits, separate from salaries
- Includes all consultants

- Separately details all non-personnel costs
- Includes indirect costs where appropriate
- Is sufficient to perform the tasks described in the narrative

VOCATIONAL EDUCATION FOR THE SEVERELY HANDICAPPED

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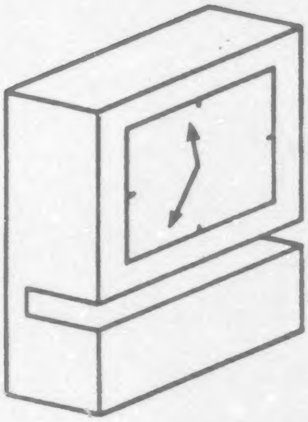

P.A.C.E.

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Menomonie, Wisconsin 54751

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830 K Street Mall
Sacramento, CA 95814

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Order from: Mr. J. Bennette
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Office of Program Review and Assistance
Office of Civil Rights
330 Independence Avenue, S.W.
Washington, DC 20201

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P. O. Box 1113
Palo Alto, CA 94302

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Suite 1130
1522 K Street
Washington, DC 20005

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